MEGA GOAL 1.1

MANUEL DOS SANTOS
ELI GHAZEL
DANAE KOZANOGLOU





MegaGoal 1.1 Student Book

Published by arrangement with McGraw Hill LLC

ISBN: 9781398900486

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editors: Ana Laura Martínez Vázquez, Janet Battiste
Art direction: Heloisa Yara Tiburtius
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 73 is considered an extension of the copyright page.







www.mheducation.com

Contents








Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers.
1	Big Changes **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and *Wh-* questions Relative pronouns
3	What Will Be, Will Be **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh-* questions and tag questions
4	The Art of Advertising **Pages 48–61**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (*as* + adjective + *as*) Verbs *look*, *smell*, *sound*, *taste* with *like* + noun Imperatives Possessive adjectives and pronouns
	EXPANSION Units 1–4 **Pages 62–68**	**Language Review** **Reading:** The Computer and the Internet. Good or Bad? **Project:** Research protective and medicinal purposes of make-up	






Listening	Pronunciation	Reading	Writing
Listen for fact, opinion and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	Progress Towards the Future	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)

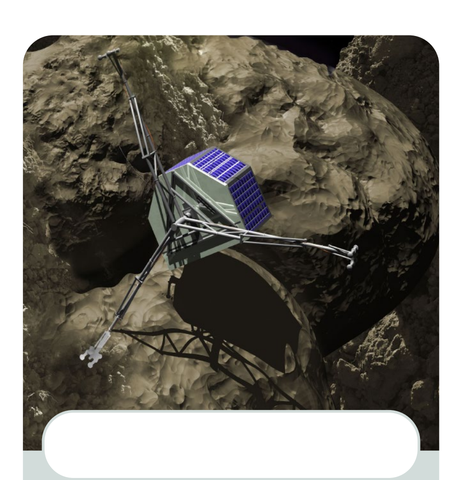
Chant Along: I Wonder What They'll Be
Writing: Write about your dreams for the future






1 Listen and Discuss 

Read the texts below and identify the sentence or words that express a fact or an opinion.



A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!



Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.



Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.



Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.



Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.

MG_1.1_SB_TEXT_2022.indd 2 10/3/22 1:02 AM





Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.



Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work 

A. Match each text with a topic. Write the topic as a heading above each text.

Space Exploration	Careers	The Future	Advertising
Accidents	Keeping Fit	Learning	

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.
I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.
I'm not sure. I guess it's useful / exciting...

Do you find ... interesting? / Don't you think it's ...? No, not really. I think it's boring / pointless / unimportant. I'd rather go for Y or Z

I don't agree. Look at it this way. / I see your point but ...

Yes, you're right. / I certainly agree on this one / I totally agree with you ...

C. Choose the topic you prefer. Give reasons for your choice.

3 Conversation 

Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

Ted: Good morning, Ashraf!
Ashraf: Oh, hello Ted. What a surprise! Are you flying with us to Dubai?
Ted: In fact, my brother and I are flying to Denver, to visit our uncle.
Ashraf: You're kidding! My father is attending a conference in Denver! What's it like in Denver?
Ted: It's beautiful if you don't mind cold winters! Anyway, how are you? How is your family?
Ashraf: Very well, thanks. How about you?
Ted: Great! Oh, sorry, you haven't met my brother Jack.
Ashraf: Hello, Jack! Pleased to meet you.
Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks about you all the time.



▲ King Khalid International Airport, Riyadh

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

Ted: That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Dubai.
Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your father.

Greetings / Introductions / Farewells

Good morning / Good afternoon / Good evening / Hello / Hi

How are you? Very well, thank you - How about you? / How are you doing? Great!

This is ... / Let me introduce (name) - Pleased to meet you / I'm really glad to meet you / Glad to meet you / Great to meet you

Have a good / safe / pleasant flight / trip / a great time / See you in ... / See you soon

Give my regards to (your parents / family) / Say 'hello' to ... for me

What a surprise! I didn't expect to run into you here / I don't believe it! / Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/your destination
- who is going with you

4 Pronunciation 

A. Listen. Note the rising ↗ or falling ↘ intonation.

Are you flying to Dubai? ↗
Ted talks about you all the time. ↘

B. Listen. Note the rising ↗ and falling ↘ intonation in expressions of surprise.

Good morning, ↗ Ashraf! ↘

5 Listening 

Listen to the conversation and identify the attitude/feeling of:
- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

Receptionist: Dental Health Center, good morning!
Mrs. Phillips: Good morning. This is Meg Philips. I'd like to make an appointment, please.
Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday afternoon from 5.00 to 6.00, next week.
Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.
Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.
Mrs. Phillips: Thank you. I'll wait.
Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a cancellation.
Mrs. Phillips: Yes, of course. Thank you so much.
Receptionist: You're welcome. We'll be expecting you in an hour.

Making an appointment

I'd like to make an appointment. / Can I make an appointment ...

The doctor / (name) / is available on (day/s) from – to / (time), at (time).

He/She's booked up all week. / I'm afraid he/she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning / on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You 

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:

- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/the person is available
- reason for the appointment

7 Pronunciation 

A. Listen. Note the rising ↗ or ↘ falling intonation.

Could I see him sooner? ↗
I'll see what I can do. ↘

B. Listen again and find more examples for rising or falling intonation in the conversation.

1 Big Changes



1 Listen and Discuss 

Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

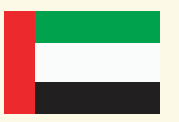
The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

The Unification of the Kingdom of Saudi Arabia



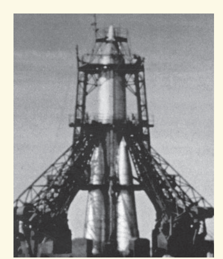
King Abdulaziz, a gifted leader, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, as an independent country, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdulaziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.

The United Arab Emirates - UAE



The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

The Space Race



The Russians launched the world's first artificial satellite, *Sputnik 1*, on October 4, 1957. Next, *Sputnik 2* went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with *Apollo 11* on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. Prince Sultan bin Salman bin Abdulaziz Al Saud flew on *STS-51G Discovery* in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to fly on the Space Shuttle at the age of 28.

The Communications Revolution



The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and high-speed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.

Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

_____ global warming	_____ pollution
_____ poverty	_____ diseases
_____ security	_____ unemployment
_____ fresh water	_____ traffic
_____ economy	_____ globalization
_____ endangered species	_____ natural disasters
_____ terrorism	_____ overpopulation







Quick Check

A. Vocabulary. Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

1. ____ to affect	**a.** to set up, start
2. ____ to launch	**b.** to send into space
3. ____ to take for granted	**c.** to produce a change
4. ____ to establish	**d.** to accept as part of life
5. ____ to host	**e.** to provide a place for

B. Comprehension. Answer ***true*** or ***false***.

1. ____ Sputnik was the name of a Russian space ship.
2. ____ King Abdulaziz set Saudi Arabia on the road to modernization.
3. ____ At present the UAE has 10 member states.
4. ____ The UAE dirham came into use in 1963.
5. ____ Digital forms of information are something of the past.

2 Pair Work



Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932.

- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.



3 Grammar 

Simple Present Tense – Revision of Use

Use the simple present tense for facts, permanent situations, or habits and routines.

Present Progressive – Revision of Use

Use the present progressive for actions and situations that are happening now or are in progress (developing and changing) or for temporary situations.

Simple Present and Present Progressive – Revision of Form

PERMANENT TEMPORARY

John **lives** in Quebec, but he **is studying** in France this year.

Simple Past and Present Perfect – Revision of Use

Use the simple past to talk about events that began and ended in the past.

Use the present perfect to talk about events that began in the past and continue into the present.



Simple Past and Present Perfect – Revision of Form

The Russians **launched** the first artificial satellite in 1957.
The United States **has launched** many astronauts into space since 1969 and continues to do so.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. He ______________ with his uncle until he can find his own place. (live)
2. The water ______________. Please turn it off. (boil).
3. The scientists ______________ the cause of the problem. (not/understand)
4. ______________ in your country in winter? (it/snow)
5. The moon ______________ around Earth. (go)
6. What ______________ of my idea? (you/think)
7. Currently, the number of immigrants in our country ______________. (increase)
8. ______________ the year the first Grand Prix took place in Dubai. (we/not/remember)
9. Dubai is part of the UAE, but it ______________ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he ______________ today. (not/work)

B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

http://Mail.grammar.com

GRMAIL

Compose Mail | Inbox | Starred | Chats | Sent Mail | Drafts | All Mail | Spam (1) | Trash | Contacts

Archive | Report spam | Delete | Move to | Labels

Hi Martin,

How's it going? I hope you are well and that you _________ (1. not work) too hard.

University life in Britain _________ (2. be) very different from the way it is in Santo Domingo. Most international students _________ (3. live) in dorms for the first year of study. The dorms are places that _________ (4. help) new students gradually settle into life in the UK and _________ (5. meet) other students like them!

In the second or third year, the university encourages students to find off-campus accommodation. I _________ (6. be) lucky when I first _________ (7. arrive) at the university. I _________ (8. get) a nice, comfortable room. I _________ (9. have) a neighbor from Ghana who is also my friend.

It _________ (10. be) winter here now, and I _________ (11. not see) the sun since I arrived. While you _________ (12. swim) in the warm ocean, I _________ (13. wear) a raincoat. When I _________ (14. apply) for this scholarship, I _________ (15. know) it _________ (16. be) a great opportunity, and I _________ (17. want) the experience of living abroad. I really _________ (18. like) this country, but I _________ (19. miss) you, and sometimes I _________ (20. feel) really homesick.

Write back soon.

Best regards,
Fernando

C. Ask Fernando, from exercise **B**, about his life in Britain. Work with a partner. Make up questions and answers.

A: Have you been to Bath?
B: Yes, I have.
A: When were you there?
B: I was there a month ago.
A: Did you see the Roman baths?
B: Yes, I did.




▲ **A traditional British restaurant**


▲ **Roman baths – Bath**


▲ **Fish and chips**


▲ **A game of cricket**


▲ **Shakespeare's house – Stratford-upon-Avon**

رابط الدرس الرقمي
www.ien.edu.sa

4 Language in Context 

Find out the following information about your partner. Then introduce him/her to the class.

1. Full name
2. Where he/she lives
3. Where he/she was born
4. Where he/she grew up
5. About his/her family background
6. About his/her relatives
7. About his/her interests
8. How long he/she has been interested in them

Your idea: ________________
____

5 Listening

Listen to the information about immigrants in the past. Answer ***true*** or ***false***.

1. _____ Many immigrants came to the United States in the late 1800s and early 1900s.
2. _____ The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
3. _____ Many of the immigrants were poor.
4. _____ At Ellis Island, the role of officials was to give immigrants information about the United States.
5. _____ People who were sick had to go back to their native countries.
6. _____ Ellis Island became known as “Heartbreak Island” among immigrants.

6 Pronunciation 



A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My **mother** was **born** in **Riyadh**.
Where did you grow **up**?
Mona is **going** to **college** in **Qassim**.
Have you ever **visited Europe**?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

7 About You 

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?
2. Have members of your family ever emigrated? Where did they immigrate to?
3. What problems do immigrants to new countries face?
4. Do you have relatives in other cities/ countries? Have you ever visited them?
5. Are there many immigrants where you live? Where do they come from?



8 Conversation 

Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including ***in fact***, ***you see***, ***by the way*** and ***fit in***.

Saud: Tell me about yourself.

Hans: I was born here in Berlin, but my family is from Leipzig, in what was East Germany. They moved over to the West soon after the German reunification. How about you?

Saud: I'm from Dubai, but my grandparents were from Germany. In fact, they were from Berlin.

Hans: So I guess you still have family here.

Saud: I'm afraid we lost touch with our relatives.

Hans: And how long have you been here?

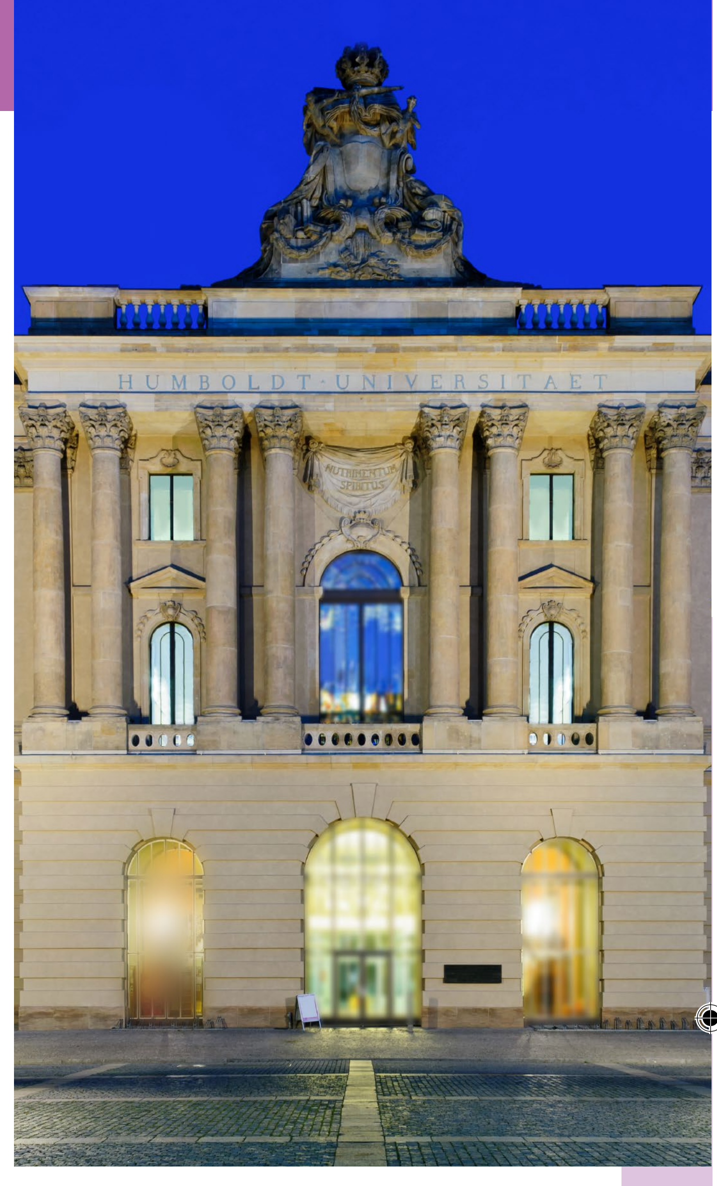
Saud: I've been here for almost three years. You see, I have a German passport because of my grandparents. So I can work legally in this country.

Hans: By the way, what do you do?

Saud: I'm a biologist. I do research in a lab for a pharmaceutical company.

Hans: Do you miss Dubai?

Saud: Quite a bit. But I've got a good job. I've made lots of friends. I fit in OK… I'm happy here.



▲ **Humboldt University in Berlin**

Real Talk

In fact, You see = expressions used to add information, often surprising information
By the way = expression used to introduce a new topic
fit in = be part of

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Saud kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?
5. Is he thinking of going back to his native country in the future?

Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- what other languages your parents and grandparents speak/spoke
- what your parents/grandparents do/did



9 Reading





Before Reading

Think about Saudi Arabia's progress and growth since its foundation in 1932 until now.

- What are the most significant advances or changes?
- How do you think these will develop or progress in the future?

Progress towards the future

All successful changes start with a vision. Successful visions are based on strong pillars. The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that that Muslims from around the world can visit the Holy Sites.

The second pillar of our vision is our determination to become a center for global business. We will develop the economy to encourage investment from other countries and international businesses.

The third pillar is **transforming** our unique geographical location into a global **hub** connecting three continents, Asia, Europe and Africa. We will use our geographical position to improve trade and transport to and from our country.

Although our country is rich in its natural resources, our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will support young people in finding jobs and training.

Our vision is built around three themes: A **vibrant** society, a **thriving** economy and an **ambitious** nation.

The first theme is vital to achieving the vision. We believe in the importance of a vibrant society. Members of this society live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life, are protected by caring families and are supported by a social and health care system. The government is committed to supporting families and the education and wellbeing of their children.

In the second theme, a thriving economy provides opportunities for all by building an education system that meets the needs of the market. It creates economic opportunities for small **enterprises** as well as large corporations. Therefore, we will develop and **diversify** our economy to create job opportunities.

Our third theme-an ambitious nation-is built on a responsible, **transparent** and high-performing government. We will apply efficiency and responsibility at all levels. We will also prepare the right environment for our citizens, businesses and society to <u>be responsible and take the initiative</u> in facing challenges and seizing opportunities.

We are confident about Saudi Arabia's future. With all the blessings Allah has given us, we cannot help but be optimistic about the decades ahead.

The future of our country is one of huge promise and great potential. Our precious country deserves the best.

Our vision, grounded in our country's strengths, will deliver this stability and create a brighter future for our country and our people.

* *Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*





After Reading

A. Choose the meaning of each word as it is used in the text.

1. transforming
- **a.** moving **b.** changing completely **c.** making worse

2. hub
- **a.** center **b.** start **c.** end

3. vibrant
- **a.** strong and active **b.** awake **c.** quiet

4. thriving
- **a.** happy **b.** prosperous and strong **c.** poor

5. ambitious
- **a.** determined to succeed **b.** greedy **c.** glorious

6. enterprises
- **a.** ideas **b.** schools **c.** businesses

7. diversify
- **a.** make more varied **b.** widen **c.** improve

8. transparent
- **a.** unclear **b.** unlocked **c.** open and honest



B. Look back at the ideas you listed before you read the text.
Compare your ideas with the aims in the text and share your comparisons with a partner.

C. Look again at the text. List five of the planned developments.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

- In your opinion, which of these is the biggest change? Which is the most important? Why?
- Share your ideas with a partner and support your opinions.

Discussion

- Is change always a good thing? Are there any aspects of Saudi Arabia that you think will (or should) never change? Why?
- Look at the underlined expression. Can you explain what it means?
- How can you 'be responsible and take the initiative' in your school, neighborhood or city to contribute to the Vision 2030?







10 Writing 

A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

1. When you begin a sentence
   Many people were shopping at the mall.
2. For the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc.
   Jeddah, Oman, the Nile, Como, London University
3. For the days of the week and months of the year
   Tuesday, January

1. jack decided to fly to new york next monday.
2. my brother has never been to dubai.
3. riyadh is the capital of saudi arabia.
4. the telephone was invented by graham bell.
5. africa is an amazing continent.
6. we usually go shopping on thursday evening.
7. a lot of people go away in august.
8. lake huron, in north america, is one of the largest lakes I have ever seen.



B. **1.** How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.

2. Read the text and compare with your ideas. Underline new information.

How the Internet has changed the world

It all started in 1969 when a student at the University of Stanford tried to log in to a university computer, from his home in Los Angeles. This gave scientists the idea that people could communicate through computers, instead of posting letters or talking by telephone.

Many scientists researched ways to try and do this. In 1990 Tim Berners-Lee and Robert Dailliau succeeded. They created a system for people to communicate with each other and find out information using computers. In the beginning, they called it the “Worldwide Web”. They changed the name to “The Internet” later. The Internet started with a few basic websites and e-mail. At first, it was used mainly by scientists, governments and the military. Now, more than 30 years later, there are more than four and a half billion users of the Internet (about half of the world’s population!).

E-mail, instant messaging and online video calls connect people across the globe for business, education and social purposes. Social networks allow people to communicate with large numbers of friends, and upload pictures and videos to share.

Information is accessible to everyone online. All you need to do is ‘Google’ a few key words and you get numerous sites and documents. We can also now learn via the Internet. People can attend university or courses online and obtain academic and professional qualifications.

C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change			
Advantages			
Disadvantages (your view)			
Situation in the past (the way things were)			

D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.





	Impact 1	Impact 2	Impact 3
What was the event?			
When and/ or where did it happen?			
Did the event have a positive or negative impact on your country?			

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.

3. Exchange and comment on each other's work. Correct and re-write.



11 Form, Meaning and Function

FYI* didn't = did not

Simple Past Tense

Affirmative (+)

I You He/She We They	**worked**	yesterday.

Negative (–)

I You He/She We They	**didn't work**	yesterday.

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

Yes,	I/you/he/she we/they	**did**.

Short Answers (–)

No,	I/you/he/she we/they	**didn't**.

Time Expressions for the Past

Q: What did you do **last night**? **A:** I watched a TV documentary about global warming.

Q: Where did you go **yesterday**? **A:** We visited the Roman baths.

Q: When did you visit Pakistan? **A:** I went to Pakistan **last month**.

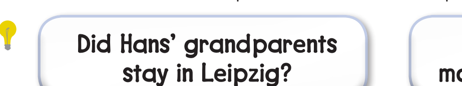
A. What can you remember about Hans and Saud on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

Hans wasn't born in Leipzig. He was born in Berlin.

1. be from Leipzig?
2. be from Dubai
3. move to West Germany
4. be in Berlin
5. be born in Berlin
6. be from Germany
7. be a biologist
8. have a good job
9. have lots of friends
10. be happy



B. Compare your answers in exercise **A** with your partner.
Ask and answer questions. Use the past simple tense.



No, they didn't. They moved to West Germany.

Did Saud grow up in Germany?

No, he didn't. He grew up in Dubai.

*FYI: For Your Information

Past Progressive Tense

Affirmative (+)

I He She It	**was**	
		sleep**ing.**
We You They	**were**	

Negative (–)

I He She It	**wasn't**	
		sleep**ing.**
We You They	**weren't**	

Yes-No Questions (?)

Was	I he she it	
		sleep**ing**?
Were	we you they	

Short Answers (+)

	I he she it	**was.**
Yes,		
	we you they	**were.**

Short Answers (–)

	I he she it	**wasn't.**
No,		
	we you they	**weren't.**

Past Progressive + *When* + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Hans **was walking** to college **when** he **saw** Saud.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear*.





C. Make sentences using *when*. Follow the example.

The family / eat lunch // a visitor / arrive / at the house.

The family was eating lunch when a visitor arrived at the house.

1. The people / sleep // the earthquake / happen.
2. Fatima / going home // see / her friend, Nawal.
3. Majid / look at / trees // he / see / parrot
4. The students / wait for / bus // rain / start



D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

When they were young, my grandparents were very poor. There was no work in their country, so they decided to leave. In September 1971, my grandparents (1) *left* their hometown in Greece and (2) ______________ (travel) to Athens. There they (3) ______________ (board) a train for Germany with 1,500 other passengers. As the long steam train (4) ______________ (set off), all the people on the train (5) ______________ (cry) a final goodbye to their friends and family, who (6) ______________ (stand) on the platform and watching the train depart. They (7) ______________ (make) their long journey to Germany and (8) ______________ (arrive) in Munich in the early morning hours two days later. When my grandparents (9) ______________ (step) off the train, their hopes and expectations (10) ______________ (be) bigger than their suitcases...



12 Project





1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.

G20 SAUDI ARABIA 2020

Name of the person you are interviewing	
Your questions	**The person's answers**
What do you know about the G20 2020 Summit?	*I know that Saudi Arabia hosted and led the event, so you must feel very proud!*

13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present and the present progressive			
use the simple past and the present perfect			
use the simple past tense			
ask questions and give short answers with '*did*'			
use time expressions for the past			
use the past progressive tense			
Past progressive + *when* + simple past tense			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

2 Careers



1 Listen and Discuss 

Read the three texts below. Find the sentences that say exactly what each person does in his job.

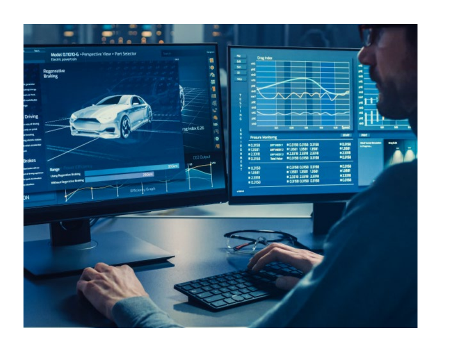
Dream JOBS



Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.



FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.



ANIMATION DESIGNER



Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.

Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.



Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?

Top Twelve Qualities

1. Communication skills (Verbal and Written)
2. Honesty/Integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills
11. Time management skills
12. Critical thinking and problem solving skills

Quick Check ☑

A. Vocabulary.

1. Which of the qualities do you think the three people you read about need in their jobs?
2. Which of the above do you think are your strongest and your weakest qualities?

B. Comprehension. Answer ***true*** or ***false***.

1. ____ Salim works as a car driver.
2. ____ He's been working for an auto company since he left school.
3. ____ Matthew has created several new flavors of yogurt.
4. ____ Matthew enjoys presenting his new products to customers.
5. ____ Animators usually work alone on their creative projects.

2 Pair Work



Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

How long has Matthew been working as a food scientist?
He's been working as a food scientist for three years.

What skills do you need to be a car sculptor?
You must be creative.

What job are you interested in?
I'm interested in becoming a child psychologist. I'm good at working with children.



3 Grammar

Present Perfect Tenses: Progressive and Simple

Both tenses are used to talk about a situation that began in the past and continues into the present.

Use the present perfect progressive to talk about an action that is happening now and will probably continue.

Use the present perfect simple to talk about the amount of times/how long something has been done, up to this particular point. The action is not happening at this moment and may not continue.

Present Perfect Progressive

Hanan **has been reading** a book for two hours.
How long **have you been reading** that book?
Saeed **has been playing** football since he was ten.
How long **have you been playing** football?

Present Perfect Simple

She **has read** 30 pages.
How many pages **have you read**?
He **has played** for three different teams.
How many teams **have you played** for?

NOTE: The Present Perfect Progressive often uses *since* and *for* to show a length of time that the action is happening over.




A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.

B. Choose the correct verb form.

1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
2. My father (has worked / has been working) at many different jobs during his career.
3. Adnan (has written / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
4. How many pages of that book (have you read / have you been reading)?

C. Write answers to the following questions about your study of English.

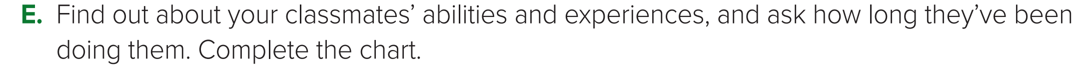
1. How long have you been studying English?
2. How many English teachers have you had?
3. How many books have you used?
4. How long have you been using this book?



D. Work with a partner. Make sentences. Follow the example.

Hakim / photography studio / one year—taking pictures—photographer
Hakim's been working at a photography studio for a year.
He's good at taking pictures, and he's interested in becoming a photographer.

1. Faiz / restaurant / six months—bake things—chef
2. Refah / nursing home / two years—help old ladies—nurse
3. Yahya / newspaper / a while—interview people—reporter



E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?
B: Yes, I can.
A: How long have you been skating?
B: I've been ice-skating since I was five.

A: Do you have a job now?
B: Yes, I do.
A: How long have you been working at it?
B: For about six months.

Activity	Name	Length of Time
Play a sport		
Study languages		
Live in the same house		
Drive a car/Ride a bike		
Work part-time		
Swim		
Your idea: ______________		





To talk about someone's abilities (how well or badly they can do something) and interests, use expressions with **Good at** or **Interested in**.

He's **good at** using computers.
They're **interested in** working outdoors.
I'm **not very good at** speaking in public.
She's **not interested in** working in the computer industry.

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?
B: He's been reading.
A: How many magazines has he read?
B: He's read several magazines.



4 Language in Context 

Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics
creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people	creating things	working outdoors
working alone	making a lot of money	working with people



Qualifications	*Special Skills*	*Personality*	*Possible Job*
degree in journalism	*good at speaking in public*	*confident*	*TV reporter*

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news events.

5 Listening 

Listen to the job interview, and complete the chart.

Candidate	Job Applied For
Name:	Working hours:
Education:	Salary:
Skills:	Job description:
Experience:	

6 Pronunciation 

A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
motivation	i**n**spiratio**n**	readi**ng**
model	pla**n**	worki**ng**

He's bee**n** working on **m**aking **m**odels.
He's bee**n** an i**n**spiratio**n** to **m**e.

B. Choose some sentences from the texts you read on page 20. Underline the words that have ***m***, ***n*** and ***ing*** in each sentence. Practice reading the sentences aloud making the three different sounds.

7 About You 

In pairs, ask the questions and have your friend answer. Then switch roles.

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

8 Conversation

Underline the words that have ***m***, ***n*** and ***ing*** in the conversation and the expressions ***day after day***, ***day in day out***, ***bored to death***, ***talked someone out of it*** and ***luckily***. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

Yousef: So, Khaled, are you happy with your job at the TV station?
Khaled: Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.
Yousef: How long have you been working on TV?
Khaled: I've been a reporter at this station for five years—since my internship. What about you?
Yousef: I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.
Khaled: Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?
Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?



Your Ending

What advice do you think Khaled gives Yousef?

1. I'm looking for an assistant. Are you interested?
2. Why don't you network with friends and find out about available jobs?
3. You should look at job sites on the Web.
4. Your idea: ______________________________

Real Talk

day after day, day in and day out = following the same pattern
bored to death = very bored
talk someone out of it = to convince to do something different
luckily = used to give an opinion that an event was positive

About the Conversation

Answer ***true*** or ***false***.

1. _____ Khaled has been working on TV for five years.
2. _____ He wanted to be an engineer.
3. _____ Yousef has had several jobs since he left high school.
4. _____ He wanted to be a watch repairer.
5. _____ He's been thinking of getting another job.

Your Turn

Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.





9 Reading



Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.

JobPool

Search Jobs | media positions | Search

Home | Profile & Resume ▼ | Jobs ▼ | Career Tools ▼ | Advice ▼

JobPool Has the Job for You

About Us:

JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fast-paced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be good at using computers. And you must be friendly and outgoing. This is a paid internship for the summer.

Archaeological Interns: Students Learning Overseas

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover something that the volcano Vesuvius buried with its lava two thousand years ago. This is an unpaid three-month internship, but lodging and meals are provided near the site.

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have some knowledge of Arabic, and be able to cope with temperatures that average 104°F (40°C). Food and accommodation will be provided.

Send applications to: internships@jpool.com Attach a cover letter and a résumé.

Résumé

Carl Barthes
543 Limerick Road
Englewood, New Jersey 07632
Telephone: 201-555-7287 • Cell phone: 201-555-7398
email: cbarthes@worldnet.com

Education
- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience
- Host of radio program. Responsibilities include:
  Interview people about teen-related issues on the air
  Decide on topics and help organize the show
- In charge of school website "School Days"
  Have written articles on community issues and on student concerns. Have done interviews and research to get background information.

Honors/Awards
- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skills
- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

Answer ***true*** or ***false***.

1. _____ JobPool has been growing since the year 2000.
2. _____ The archaeological interns get a good salary.
3. _____ The media intern needs to speak several languages.
4. _____ The candidate for the engineering job must be good at reading blueprints.
5. _____ Carl has experience with word-processing programs.
6. _____ One of Carl's articles has appeared in newspapers all over the country.

Discussion

1. What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?





10 Writing 



A. **1.** Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.

2. Which job would you apply for if you had the qualifications? Why?

3. Which job would you not be interested in? Why not?

4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?




Job	Qualities (see page 21)	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern			
Archaeological Intern			
Engineering Intern			

B. **1.** Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.

2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.

3. Use your information to write a cover letter applying for the position.

Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- include the name, title, and address of the recipient on the left
- start with a short introduction stating your reasons for writing
- include a section or paragraph about why you are the right person for the job
- finish with a closing statement thanking the recipient

Find the features mentioned above in the letter on page 29 before you write your own cover letter.



Ahmed Alsaaleh
Human Resources Manager
Zero A Company
87 Riyadh Road
Jeddah
(555) 555-5555
ahmed.alsaaleh@email.com



15 April 2019

Dear Mr. Alsaaleh,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional.
- I welcome challenge and strive for continued excellence.
- I am an experienced and effective communicator.
- I have had five successful years in PR in large corporations.

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Saud Khalid

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)		
Qualifications (certificates, awards, diplomas, degrees)		
Experience		

11 Form, Meaning and Function

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I You We They	**work**	in an office
He She	**works**	

Negative (–)

I You We They	**don't**	**work**	in an office.
He She	**doesn't**		

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

He works at the hospital **from** Sunday **to** Thursday.

He works at the hospital **on weekdays**.

He doesn't work **on the weekend**.

In his free time, he plays football.

Wh- Questions in the Simple Present

Q: Where does he/she work?
A: He/She works in a hospital.

Q: Where do you/they work?
A: I/They work in an office.

Q: What do you do?
A: I'm a salesperson.

Note: *What do you do?* usually means *What's your job?*

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night

in the morning/afternoon/evening

on Thursday, weekdays, Saturday morning, weekends, the weekend



A. Complete the sentences with the simple present tense of an appropriate verb. Write the correct preposition.

Ahmed is a teacher. He *teaches* in a high school. He works *on* weekdays.

1. What ________ your uncle ________? He's a writer. He ________ books.
2. Adnan is a bus driver. He ________ a city bus. He works ________ night.
3. Where ________ Omar and Ali ________? They ________ in a hospital. They are doctors.
4. Hameed is a journalist. He ________ for a newspaper. He ________ ________ weekdays and ________ weekends.
5. Fahd is a pilot. He ________ planes. He likes to play tennis ________ his free time.

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who**/**that** was talking to the tourists was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.
The computer company **that**/**which** is making a good profit is called Easy Surf.

Past Progressive with *While*

We can use the past progressive with *while* to talk about actions that were happening at the same time:

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.
While you **were working** at the photography studio, I **was studying** graphic design at college.
They **were waiting** for their father at the office **while** their father **was waiting** for them at home.
While she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

B. Complete the sentences with ***who*** or ***that***.

1. The new driver ______________ started work yesterday is very quiet.
2. The products ______________ they launched this week are selling well.
3. I'd like to introduce you to the person ______________ organized the conference.
4. That isn't the job ______________ he applied for.
5. The actor ______________ was playing the lead role was very funny.
6. Isn't that the book ______________ you were reading last week?

C. Work with a partner. Make sentences to describe the actions in the pictures.

It was raining while Yahya was washing the car.



Yahya



1. Faisal



2. Fatima



3. The people



12 Project 

1. Find a person – a relative or a friend who has a job that you are interested in.
2. Prepare questions that you would like to ask him/her in an interview.
3. Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills.
4. Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
5. Use your partner's answers to write a résumé using Carl's résumé as a model.



	Your questions	Your partner's answers
Qualities (see page 21)		
Qualifications (certificates, awards, diplomas, degrees)		
Experience		
Skills		




13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:

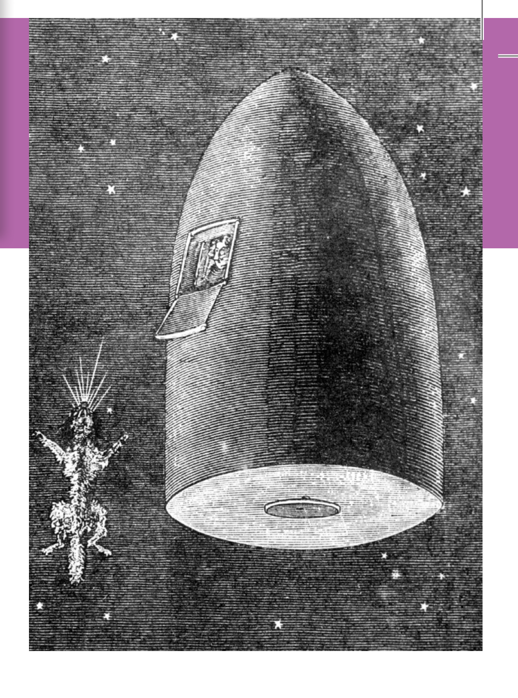
Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask *Wh-* questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with *while*			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_1.1_SB_TEXT_2022.indd 33 10/3/22 1:02 AM

3 What Will Be, Will Be







1 Listen and Discuss



1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

A Vision of the Future

The French writer Jules Verne wrote several books in the late 1800s. In them, he wrote about the future. He asked, "What will life be like at the end of the 20th century—one hundred years from now?" In one of his adventure novels *(From the Earth to the Moon)*, his characters traveled to the moon in a rocket. In another novel *(20,000 Leagues Under the Sea)*, his characters dove through the depths of the ocean in a submarine in the shape of a whale. In a novel titled *Paris in the Twentieth Century*, Verne described a city with skyscrapers of glass and steel, high-speed trains, gas-powered automobiles, and a global communications network. Space rockets and submarines and other things in his novels didn't exist in Verne's time, but many of the inventions that Verne imagined became reality by the end of the 1900s. That's why people call Verne a visionary.

◂ **Jules Verne**

From the Earth to the Moon
20,000 Leagues Under the Sea
Paris in the Twentieth Century

MG_1.1_SB_TEXT_2022.indd 34 10/3/22 1:02 AM

Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.



"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before $1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for $75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for $20."

"If they think I'll pay 50 cents for a haircut, forget it."



What a dollar bought in 1955 would take about $9.65 to buy in 2020, because of inflation. The average baseball player makes nearly $4.5 million a year. Today a haircut for a man costs an average of $28.

Quick Check ☑

A. Vocabulary. Complete the following with words from the texts.

1. __________ novel
2. __________ restaurant
3. __________ car
4. __________ appliance
5. __________ cut

B. Comprehension. Mark which of these predictions came true.

1. ____ People will drive gas-powered cars.
2. ____ People will live in skyscrapers.
3. ____ People will travel to the center of the earth.
4. ____ Fast food restaurants won't catch on.
5. ____ Sports stars will earn more than the president.

2 Pair Work



There won't be any more cars. People will travel in vehicles that ride through the air.

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.



3 Grammar

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Affirmative (+)
Computers **will perform** many functions.
People **are going to have** more free time.

Negative (–)
Computers **won't have** feelings.
Machines **aren't going to control** us.

Questions (?)
Will people **eat** artificial food?
Are we **going to travel** to other planets?

Answers (Opinions)
I guess so. I hope not.
I think so. I don't think so.

We also use *will* when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. **I'll get** some from the store.

Will versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.
Use *will* to express uncertainty, often with *maybe* or *probably*.

What are your vacation plans? I'**m going to spend** a month in Abha.
Maybe I'll go to Abha.



Future Progressive

Use the future progressive (*will* + *be* + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
(At) this time tomorrow, **I'll be swimming** in the ocean. OR I'**m going to be swimming**...
A week from today, **I'll be relaxing** on the beach. OR I'**m going to be relaxing**...
By the year 3000, people **will be living** to the age of 120. OR They **are going to be living**...

Questions (?)
Will you **be working** on the weekend?
Are they **going to be taking** the test, too?

Short Answers (+)
Yes, I **will**.
Yes, they **are**.

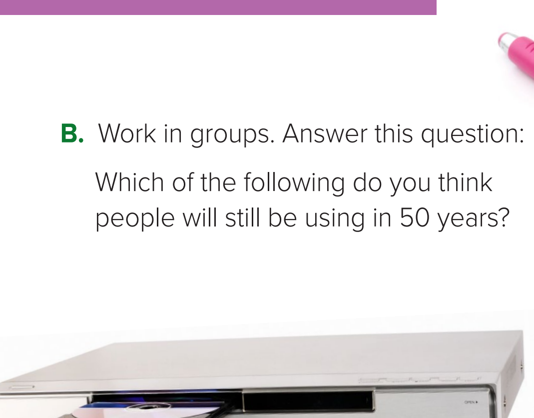
Short Answers (–)
No, I **won't**.
No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In one hundred years, people ________________ on other planets. (live)
2. Students ________________ with computers instead of books. (study)
3. Cars ________________ on gasoline. (not run)
4. Robots ________________ people's lives. (not control)
5. Young people ________________ only to smartphones. (listen)
6. At the age of 50, people ________________ young. (be)

B. Work in groups. Answer this question:

Which of the following do you think people will still be using in 50 years?



ballpoint pens





personal computer



DVD player



magazines



cell phone





flat screen TV

microwave oven

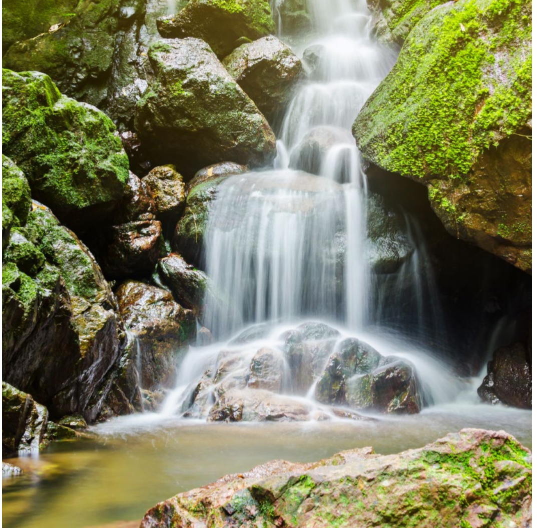
C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

A: Do you think there will be enough food for everyone in the world?
B: I believe there will be.
A: Do you believe there will be peace on Earth?
B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.









4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.

I won't use my cell phone so much.
I'll start exercising.
I'll study more.

5 Listening 

Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

6 Pronunciation 

A. Listen. Note the words that are usually not stressed. Then practice.

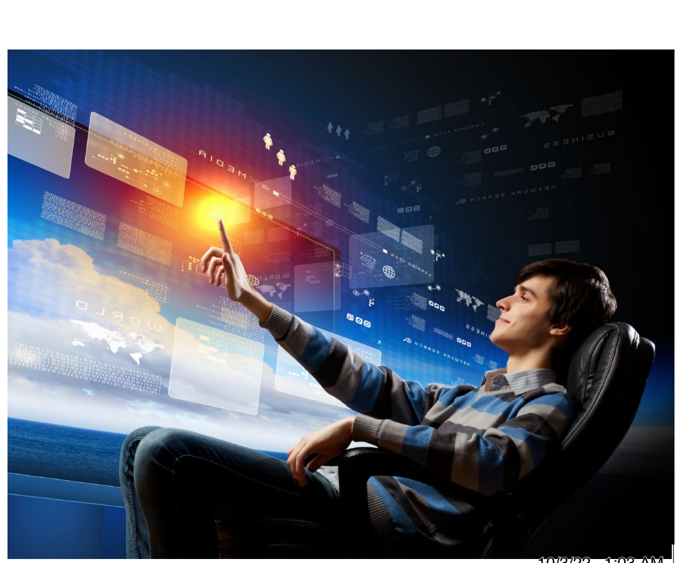
a	in a century	**to**	nine-to-five
and	young and old	**was**	It was common.
can	Cars can fly.	**of**	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain ***a***, ***and***, ***can***, ***to***, and ***of***. Practice reading these sentences without stressing ***a***, ***and***, ***can***, ***to***, and ***of***.

7 About You 

In pairs, ask and answer the questions. Then switch roles.

1. Do you believe that people can predict the future? Explain.
2. Do you know of any predictions that came true? Explain.
3. What changes do you predict for the next 50 years?
4. What do you think you'll be doing 20 years from now?
5. What kind of TV programs will people be watching in 50 years?
6. What will schools be like in 20 years?





8 Conversation 



Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and optimize lighting, security, ventilation, heating, audiovisual and entertainment systems, and so on. It's an integrated household system that will make people's lives easier.



Reporter: How will the house actually function?

Engineer: When you arrive at the front door, you won't need a key. The door will open with a touch of your finger. The system will recognize your fingerprint.

Reporter: What happens after I enter the house?

Engineer: The lights will come on if it's night, the climate control will be activated, and surround sound will automatically play your favorite radio station.

Reporter: What special facilities will there be in the kitchen?

Engineer: You'll be able to "call" your refrigerator when you're at the supermarket and find out how much milk there is or how many eggs you have left.

Reporter: That's wonderful. What about the housework? I hate doing that.

Engineer: The house will come equipped with a robot that will do the cleaning, the washing, and the cooking.

Reporter: No kidding? Can I buy the robot without the house?

Real Talk

Certainly = used to say yes
No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.





9 Reading 

Before Reading

1. Read the title. What words does it make you think of?

2. Read the text. Match a heading to each paragraph.

a. What the car contained
b. The burial of a car
c. 50 years later
d. They lived to see it
e. Everyone came to the event

The Tulsa Time Capsule

1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: “In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957.”

2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman’s purse: bobby pins, a ladies’ powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, $2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.

3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. “I’ll never be alive,” said Teddy Baxter, aged 6. “Sure you will,” answered his brother Henry, who was 19. “I might not be, but you’ll be around for sure.” Gene McDaniel, who was 20 at the time, thought: “In 2007, I’ll be 70—I’ll never make it.”

4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.



On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: “Ladies and gentlemen, I present you Miss Belvedere.” Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The contents of a “typical” woman’s handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn’t found. There was a bit of disappointment that the items were not in better condition. However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, “It’s our King Tut’s tomb. It’s like a fairy tale.”




MG_1.1_SB_TEXT_2022.indd 40 10/3/22 1:03 AM



After Reading

A. Choose the correct meaning of each word.

1. to gather (paragraph 1)
   a. to come together **b.** to separate **c.** to join
2. to witness (paragraph 1)
   a. to give evidence **b.** to help **c.** to see an event
3. bobby pin (paragraph 2)
   a. pin worn by boys **b.** safety pin **c.** hairpin
4. obsolete (paragraph 2)
   a. complete **b.** outdated **c.** high-tech
5. vault (paragraph 4)
   a. an electric measure **b.** a safe **c.** a can
6. to withstand (paragraph 4)
   a. to oppose **b.** to observe **c.** to resist or survive

B. Answer the questions about the reading.

1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

C. Complete the sentences about the reading in your own words.

1. "In 50 years time, when this car is taken out of the vault, people will
   ______________________________."
2. "If I buy a raffle ticket for the car, I might not
   ______________________________."
3. "When people open the glove compartment in 2007, they
   ______________________________."

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?










10 Writing

A. Answer the questions.

1. Read the title. Who do you think the keeper is?
2. Look at the photos. Where was the treasure hidden?

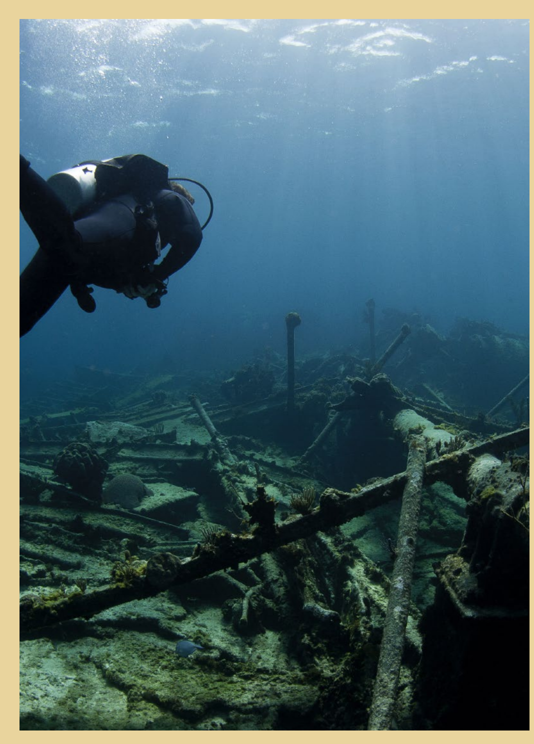
Keeper of hidden treasure

This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

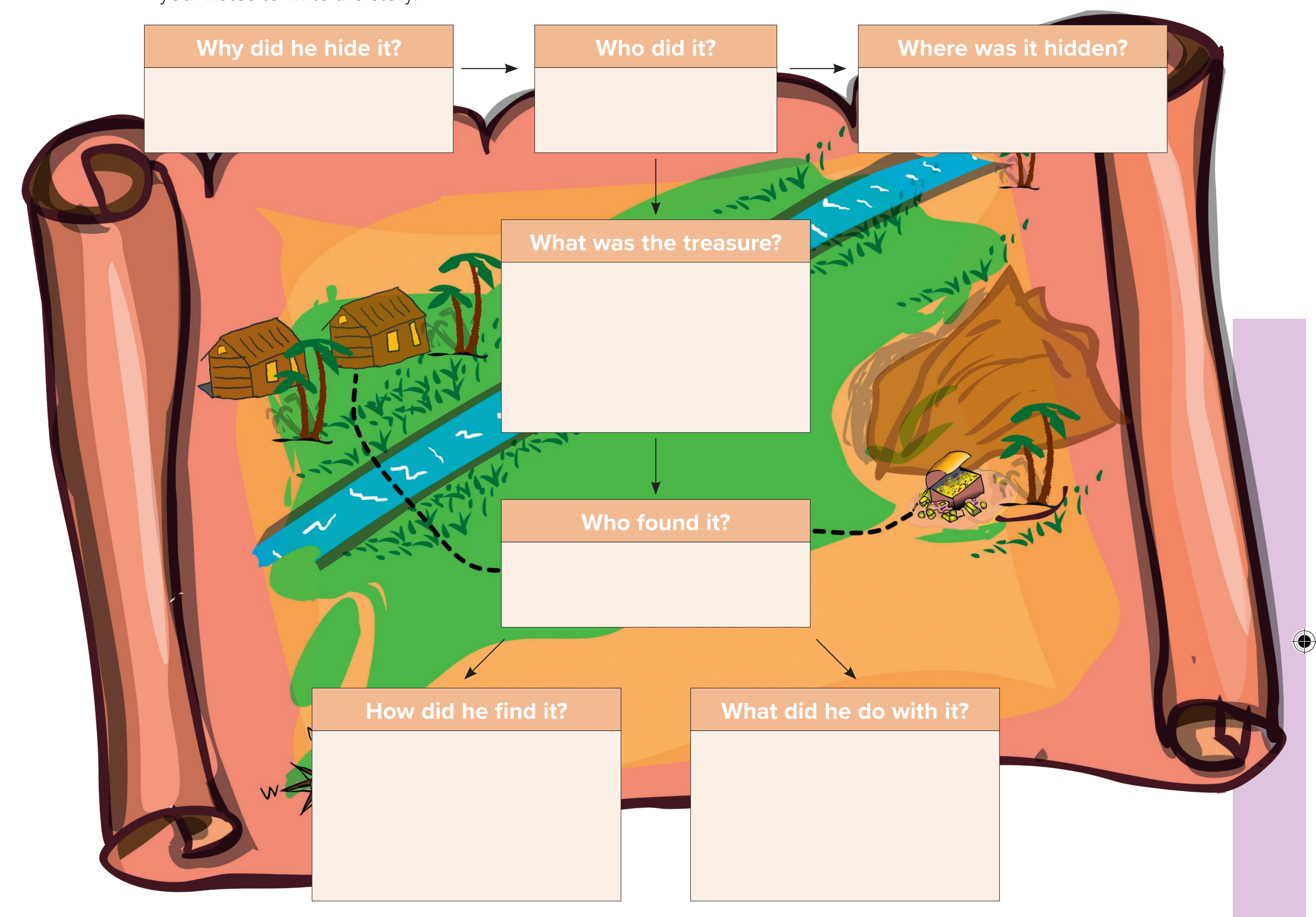
An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.



3. Read the story and make notes in the boxes.

Who found the treasure?	
Where did he find it?	
How did he find it?	
What was the treasure?	
What did he do with it?	

B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story.



Writing Corner

When you write a story you need to think about:

- Your **audience**. Who is reading or listening to the story?
- The **people** (**characters**) in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events** (**plot**). What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The **order of the events**. What happened first, second, third and so on? Use a variety of past tenses to order your events.
- The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?
2. What was your reaction to the octopus story?




11 Form, Meaning and Function



Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.
We use the present progressive for actions occurring now or for a temporary situation.

Omar **lives** in Riyadh. He **works** for a big computer company as a computer scientist.
Omar **is working** at the Al Qassim Science Center in Saudi. He **is creating** an exhibit named 'Computers in the Future.'

Present Progressive for the Future

We can also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When **are** they **flying** to Dubai? — **A:** They**'re flying** to Dubai tonight.
Q: When **are** the new cars **coming out**? — **A:** They**'re coming out** next year.
Q: When **is** Omar **leaving** for Riyadh? — **A:** He**'s flying** at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**? — **A:** I'm going to visit the museum of Science and Technology.
Q: Will she go on the school trip **next week**? — **A:** Yes, she will.
Q: Are you sitting examinations **next month?** — **A:** Yes, I am.

Make and Respond to Suggestions

To make suggestions we can use: *Let's.../ How about ...?/ Why don't we/ you ...?*

Q: **Let's** look for the hidden treasure. — **A:** **We can't.** We don't have a map.
Q: **How about** making a time capsule for the school project? — **A:** **Great idea!** Let's do it!
Q: **Why don't we** design a robot to help with the cleaning? — **A:** Yes, **why not! That sounds great!**



A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

A: *When are they going?*

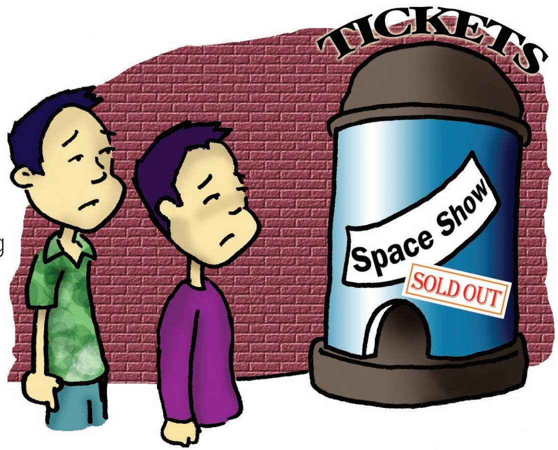
B: They are going tomorrow.

A: What will they see and do at the museum?

B: They are going to see exhibits about robots. They will learn about space travel in the future.

A: What will they take?

B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.



Hussain: *Let's go to the 'Space Show.'*
Ahmed: **Great idea!** Oh wait ... **We can't.** It's sold out.
How about ...

Information Questions

Q: What are you going to do in the summer? **A:** I'll probably travel.
Q: Where will you go? **A:** I'll go to Najran.
Q: How will you get there? **A:** Maybe I'll drive.

Note: We often use will with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

We often use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative (Negative Tag)

Global warming will melt the ice at the poles, **won't it**?

Most people use their cars to get around the city, **don't they**?

Scientists are close to finding a cure for cancer, **aren't they**?

It usually snows in winter, **doesn't it**?

You are from Riyadh, **aren't you**?

Negative Sentence (Affirmative Tag)

People won't live on other planets in 100 years, **will they**?

They are not going to go on the school science trip, **are they**?

He isn't working at the research center tomorrow, **is he**?

It doesn't usually rain in summer, **does it**?

She isn't from Muscat, **is she**?

C. Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

A: What are you going to do on the weekend?
B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
A: That sounds great!
B: What will you do on the weekend?
A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

D. Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.

A: You usually go horseback riding on the weekend, don't you?
B: Yes, I will probably go on Saturday.

B: You are going to go to the new science museum, aren't you?
A: Yes, that's right!





12 Project 



1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
5. Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
6. Present your project in class.





Planning questions	Group's decision
What will you use as a time capsule?	
How will you protect the time capsule?	
Where will you bury the time capsule?	
What will you put in the time capsule?	
Why did you choose the things that you will put in the time capsule?	

13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
make predictions about the future			
express opinions			
use the future with *will* or *be going to* in the affirmative and negative and in questions and answers			
use *will* versus *be going to*			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask *Wh-* questions and use tag questions			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

4 The Art of Advertising



1 Listen and Discuss 

1. Before you read, look at the pictures, and write as many words as you can about each.
2. Read the texts and see if you can find any of the words that you wrote for each picture.

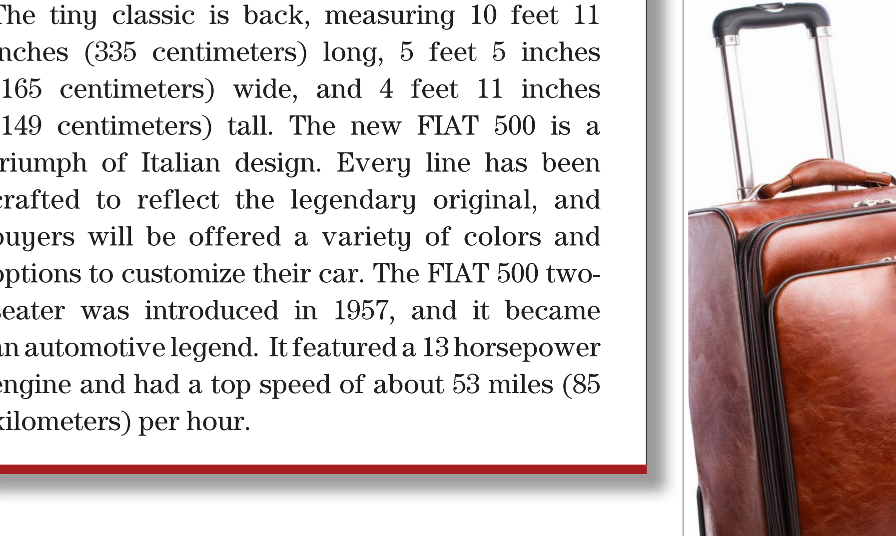
COMPACT CARS: The Smaller, the Better



The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 two-seater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to *Forbes* magazine, *Henk* is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.



FEATURES

Weight:
Lighter than any other bag. It has been designed to feel like you're pulling no more than 25 grams, even if you've packed bricks in the suitcase.

Materials:
It comes in ebony (wood) or Italian leather.

Remote Control:
The control is used to hide the wheels and to activate a locking system.

Wheels:
The wheels are made of titanium, providing the smoothest ride.

Prices:
The price can be as high as a car, ranging from $20,000 to $40,000.



THE FOLD-UP BIKE



It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles

Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were introduced by Kirkpatrick MacMillan, a blacksmith from Scotland. The first bikes had large front wheels because it was believed that the bigger the front wheel, the faster the bike.

Quick Check ☑

A. Vocabulary. List the words that describe the car, the suitcase, and the bike.

B. Comprehension. Answer ***true*** or ***false***.

1. _____ The new FIAT 500 is one of the world's most compact cars.
2. _____ The car will be available in only one color.
3. _____ The *Henk* suitcase was designed in Germany.
4. _____ The suitcase can be made of wood.
5. _____ The fold-up bike isn't as bulky as an ordinary bike.
6. _____ The first bikes didn't have any pedals.

2 Pair Work



A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.

- What were the first bikes made of?
- They were made of wood.

- What's special about the new FIAT 500?
- Customers can choose a personalized car.

- How does the *Henk* compare with other suitcases?
- It's much lighter than other brands.

B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.



3 Grammar

The Passive

Use the passive to emphasize **what** was done instead of **who** did it.
The passive is formed by combining a form of the verb *to be* with the past participle of the main verb.

Simple Present:	This car **is made** in Japan.
Simple Past:	The suitcase **was developed** in the Netherlands.
Present Perfect:	Our products **have been used** by travelers all over the world.
Future:	A clean engine **will be produced** in the future.

A phrase with the preposition **by** can follow the passive verb to indicate the doer of the action.

Comparison of Adjectives (comparatives and superlatives)

Use comparative and superlative forms of adjectives when you compare the qualities of two or more people, things, animals, or situations.

Adjective	Comparative Form	Superlative Form
The hydrogen car is **clean**.	It's **cleaner than** other models.	It's **the cleanest** car of all.
The bag is **expensive**.	It's **more expensive than** others.	It's **the most expensive** bag.

Similarities and Differences (*as* + adjective + *as*)

Use *as* ... *as* to show two items are the same in some way.

The special suitcase is **as expensive as** a car.

Use *not as* ... *as* to show that two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

More Similarities and Differences (*look, smell, sound, taste* ... *like* + noun)

The new compact car **looks like** a bug. That **sounds like** a good idea.




A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car. — *The car is made by a company in Japan.*
The company has opened a new factory. — *A new factory has been opened by the company.*

1. Karl Benz made the first car in 1886.
2. Companies produce cars in many different countries, nowadays.
3. In the future, people will drive smaller cars.
4. Cartier makes perfume, watches, and jewelry.
5. Francois Coty started the perfume industry in the late 1800s.
6. The French have produced famous perfumes for many years.
7. In the future, people will buy more hybrid cars.
8. In the past, many people used bikes to go to work.



MG_1.1_SB_TEXT_2022.indd 50 10/3/22 1:03 AM



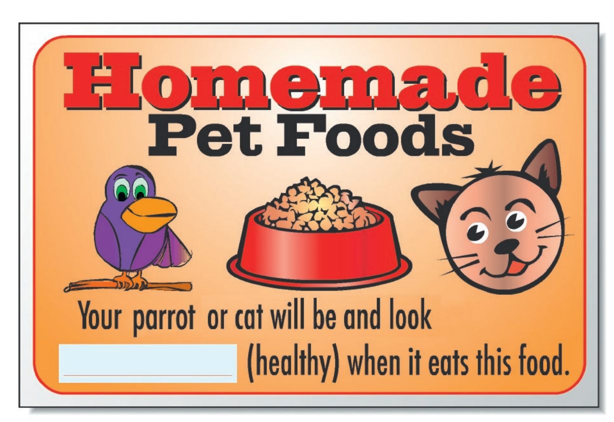
B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

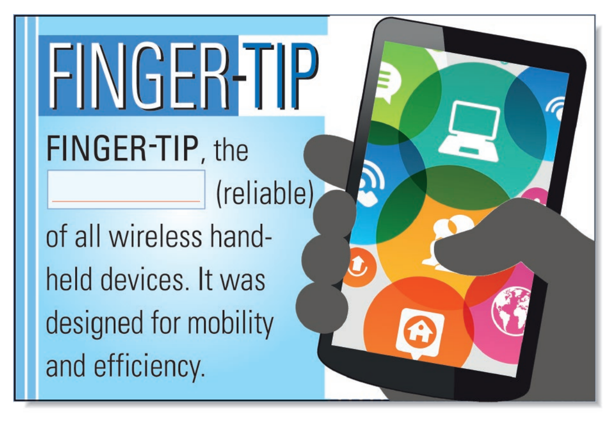
Perfumes ___________ (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually ___________ (2. consider) more precious than gold. Perfume ___________ (3. use) by the rulers of ancient Egypt in their tombs. For example, when the tomb of Tutankhamen ___________ (4. open) in the 1920s, there was still an odor of perfume. In Rome, various scents ___________ (5. spray) extravagantly in the famous baths and during banquets. Perfume ___________ (6. wear) in Arabia, India, China, and Japan. In fact, perfume has had its popularity since ancient times, and in modern times, it is available to more and more people. The first perfume that ___________ (7. name) after a fashion designer was Chanel No. 5, and it ___________ (8. package) in a now-famous Art Deco bottle. It ___________ (9. launch) in 1923, and so it ___________ (10. enjoy) for nearly a century.

C. Complete the ads with the comparative or superlative forms of the adjectives.









D. In your opinion, which is the best ad in excercise **C**? Compare your ideas with a partner.

E. Use the correct verb: ***look, smell, sound,*** or ***taste.***

1. This new doorbell _________ just like a parrot.
2. You _________ like a business man with that new haircut.
3. I like this new fragrance. It _________ like roses.
4. This restaurant food doesn't _________ like home cooking, but it's OK.
5. You _________ just like my father and mother, but thanks for the advice, anyway.
6. The twins _________ just like their mother, don't you think?



4 Language in Context



How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?

1. Ice cream was invented ____	**a.** Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised ____	**b.** by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised ____	**c.** made in 1440.
4. The original solar cell was invented and tested by____	**d.** by the Chinese 4,000 years ago.
5. The law of gravity was discovered ____	**e.** in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered ____	**f.** by a Hungarian, Ladislas Biro.
7. The telephone was invented ____	**g.** by Ibn Al Haytham.
8. The first printing press was ____	**h.** by Marie Curie in 1903.
9. The ballpoint pen was made famous ____	**i.** by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored ____	**j.** by Alexander Graham Bell in 1876.

Points 9–10 **Excellent**, 6–8 **Good**, 4–5 **Not bad**, 0–3 **Weak**

5 Listening



Listen to the ads and match.

1. ____ Sunray
2. ____ Sparkle
3. ____ NoAche
4. ____ Spotless

a. an effective pain killer
b. a lotion used to protect your skin
c. a soap that removes dirt and leaves a nice fragrance
d. a soft drink that provides a lot of energy

6 Pronunciation



Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel

the best ice cream
the most expensive bag
It was introduced in 1957.

Consonant + Consonant

the cleanest (t)eeth
in contrast (t)o the standard bike
a specially designed (d)olphin food

7 About You



In pairs, ask and answer the questions. Then switch roles.

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
2. What is false advertising? Can you give examples of it?
3. What items shouldn't be advertised? Why not?
4. Do you think advertising standards should be stricter?
5. To what extent do you think ads influence children and teens, and people in general?

Answers: **1.** d, **2.** g, **3.** e, **4.** a, **5.** i, **6.** h, **7.** j, **8.** c, **9.** f, **10.** b

8 Conversation 

Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to?
Omar: I'm turning off my alarm.
Adnan: What on earth is that?
Omar: It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.
Adnan: How does it work?
Omar: You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.
Adnan: And why is it here?
Omar: Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?

Your Ending

What do you think Adnan answers?

1. What a great idea for heavy sleepers!
2. What a crazy idea! If you don't hear it, it goes on flying.
3. What does the boss have to say about this?
4. Your idea: ___________

Real Talk

What are you up to? = What are you doing now?
What on earth...? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works.

Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions:
It is awesome/incredible, I've never seen anything like it and ***It makes you wonder.***

What the gadget is called	What the gadget looks like	How the gadget works






9 Reading



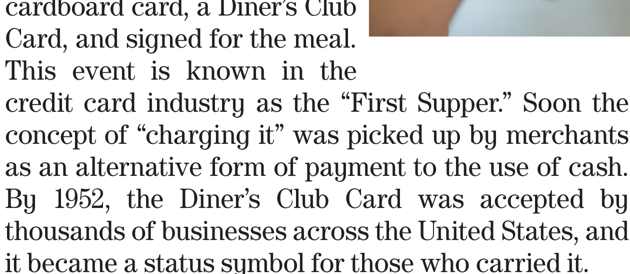
Before Reading

1. What words do you think of when you read the words "credit card"?
2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic

1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

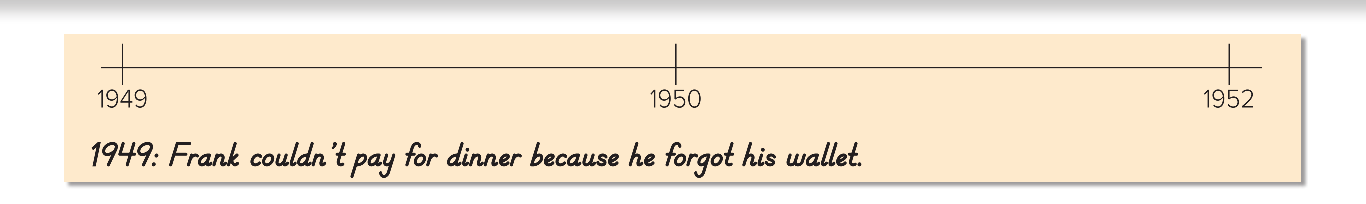


3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.

5 In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.

6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.







After Reading

A. Choose the correct meaning of each word.

1. inconceivable (paragraph 1)
   a. cannot have children **b.** impossible to imagine **c.** uncreative
2. impractical (paragraph 1)
   a. not convenient **b.** not usual **c.** out of practice
3. limited (paragraph 2)
   a. small company **b.** kept within a boundary **c.** disabled
4. status symbol (paragraph 2)
   a. belonging to the state **b.** brand name **c.** sign of high social standing
5. cash in (paragraph 3)
   a. to make money from **b.** use a cash machine **c.** to invest
6. franchise (paragraph 3)
   a. a French product **b.** a big corporation **c.** branch of a company
7. revolutionize (paragraph 6)
   a. greatly change **b.** protest strongly **c.** turn back

B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-: ________________________________

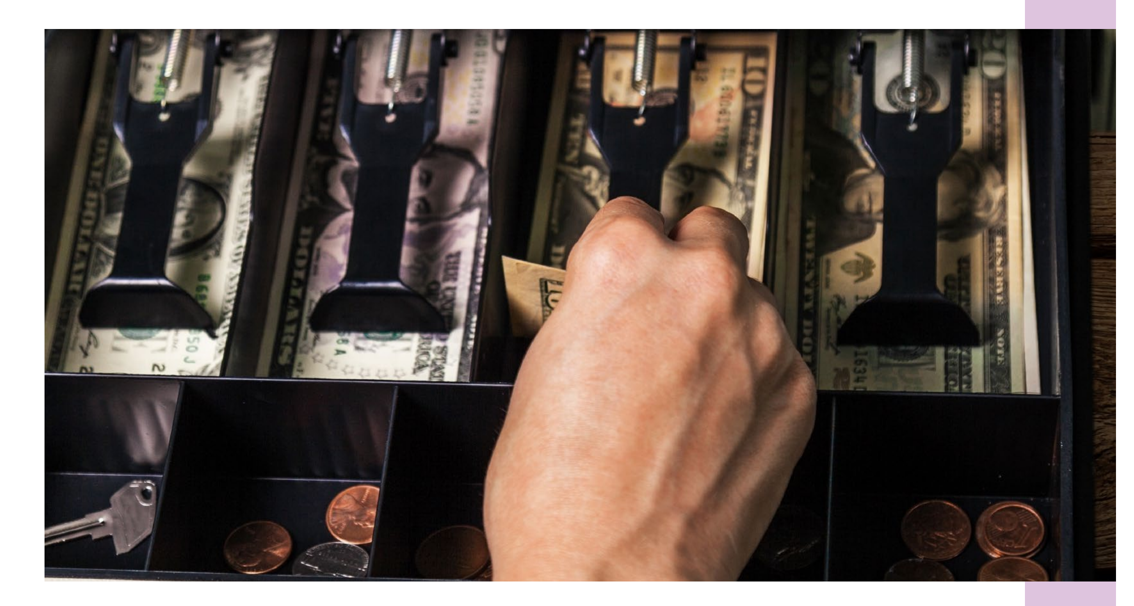
im-: ________________________________

C. Answer the questions about the reading.

1. How long have credit cards been available?
2. Why was Frank McNamara embarrassed?
3. What did McNamara think was a silly restriction?
4. What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
5. What shows that the Diner's Club card was becoming popular?
6. What did the credit card represent to people who possessed one?
7. How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?





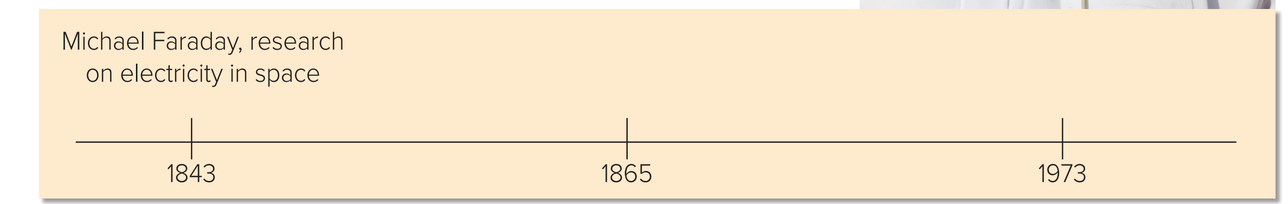
10 Writing 

A. Consider the following questions and discuss your ideas with a partner.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

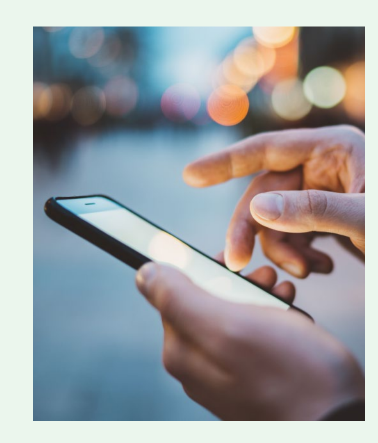
B. Read "The Invention of The Cell Phone" and complete the timeline.

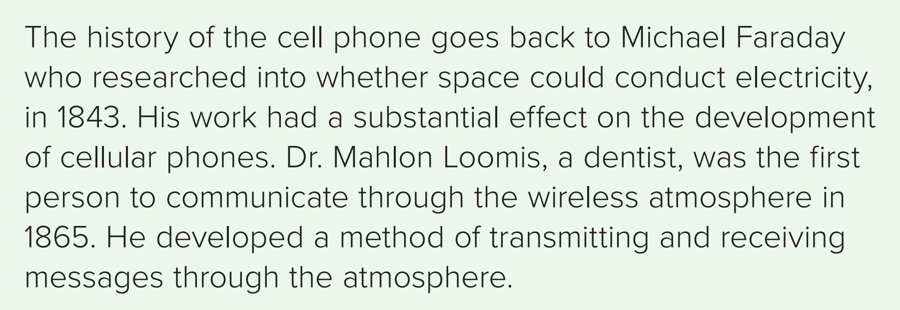
1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.





The Invention of the Cell Phone





The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.

Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.



C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened

Writing Corner

When you write about a product/invention you need to:

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about the product/invention/gadget and its history**.
- Make sure you have the right **information about key people and/or organizations**.
- Select the information that you think will **interest your readers** most.
- Decide on the **key stages you want to focus on**. For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.
- Organize **facts/events in chronological order**, that is, in the order they happened.

1. Now look at the text about the cell phone on page 56 and identify:
   Facts/events and how they are organized: ________________________________
   Stages of development/number of stages: ________________________________
   People/organizations involved: ____________________________________
2. Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?

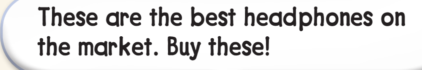


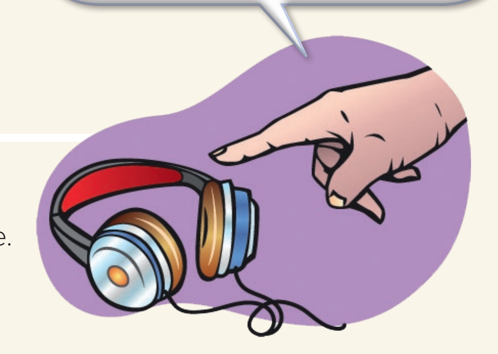
11 Form, Meaning and Function

Demonstrative Pronouns – Revision

Use demonstrative pronouns to point to objects.

	near	far
singular	**This**	**That**
plural	**These**	**Those**





Imperatives – Revision

Use the imperative for commands and instructions. Say please to be polite.

Also use the imperative to give advice.



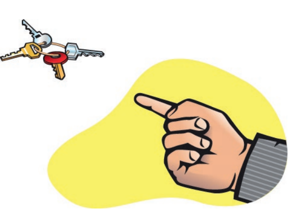
The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound.
Use *an* before words that begin with a vowel sound.

A. Work with a partner. Ask and answer about things you can see around you. Use ***this/that*** or ***these/those***.

A: What's this?
B: It's a pencil.



A: What are those?
B: They're keys.



B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.

You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.
Clean your teeth with Sparkle toothpaste for the brightest smile!

1. You must buy the new model of that tablet. It's light and very fast.

____

2. When you spray this perfume Bliss, you will feel fresh and fragrant.

____

3. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.

____

Possessive Adjectives

It's	**my** **your** **his** **her** **our** **their**	cell phone.

Possessive Pronouns

It's	**mine.** **yours.** **his.** **hers.** **ours.** **theirs.**

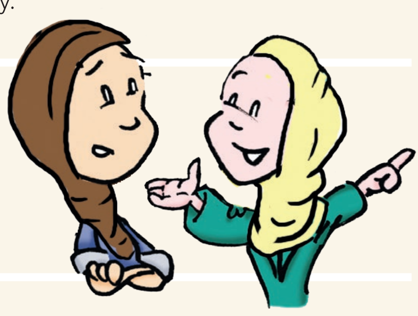
Question Word: *Whose*

Q: Whose credit card is this?

A: It's mine. It belongs to me.

Q: Whose shopping bags are these?

A: They're hers. They belong to that lady.



Pronoun: *One/Ones*

Q: Which coat do you like?

A: The green **one**.

Q: Which boots do you prefer?

A: The leather **ones**.

Quantitative: *Too, Enough*

This jacket is **too** small for me, and the shoes are **too** big.

The jacket is **not** big **enough** for me, and the shoes are **not** small **enough**.

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. **one / ones**). The red ones aren't (3. **my / mine**). I think they're Ali's. They're (4. **his / him**) size.

Mom: Is this (5. **your / yours**) hat?

Hammed: No. That's (6. **too / enough**) small for me. (7. **My / Mine**) is the blue one.

Mom: (8. **Whose / Who**) backpack is this?

Hammed: Which (9. **one / ones**)? Let me see ...

Mom: The blue (10. **ones / one**). And this football kit ... (11. **Whose / Who**) does this belong to? It's (12. **too / enough**) clean to be Ali's.

Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday. Have you seen (14. **my / mine**) football boots?

Mom: Perhaps if you tidy up you might be able to find them yourself!

D. Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise **C**. Role-play your conversation for your classmates.

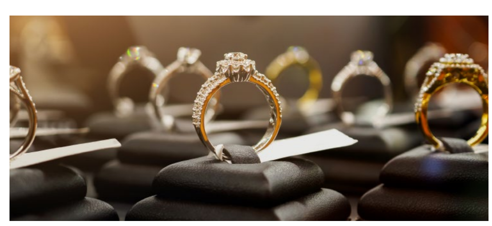


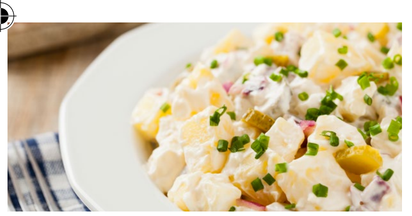
12 Project 

1. Work in groups. Choose a Saudi product to advertise internationally.
2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalog advertisement. Use other advertisements in the unit as examples.
3. Find photos for your advertisement and present it in class. Choose the best advertisement.
4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.

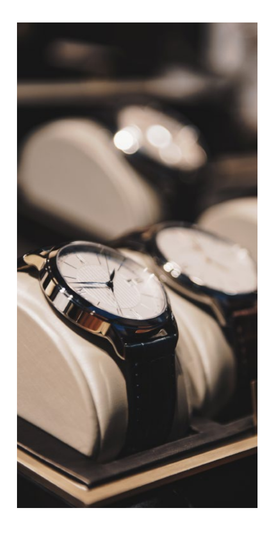












Slogan

Product you want to advertise

Interesting words about it

How it is better than other products

13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use *as…as*			
use the verbs *look, smell, sound,* and *taste* with *like* + noun			
use indefinite articles: *a/an*			
use possessive adjectives and pronouns			
ask questions with *Whose*			
use *one/ones* and *too/enough*			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

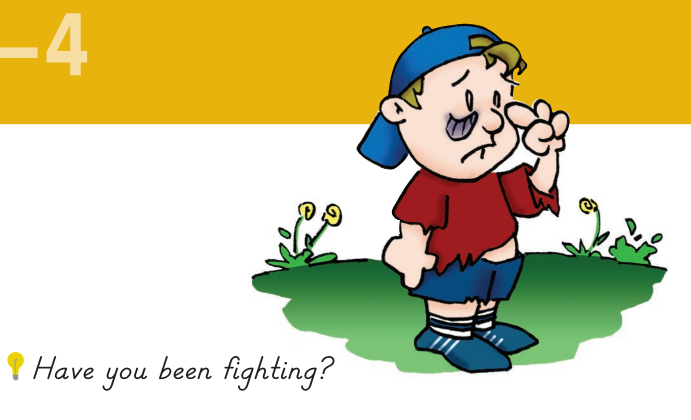


EXPANSION Units 1–4

1 Language Review



A. Ask questions about the situations.
Use the present perfect progressive.



💡 *Have you been fighting?*













1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

1. Someone ________________________ (steal) my car. I left it parked here, and it's gone.
2. I ________________________ (live) in this apartment since I moved here two years ago.
3. How long ________________________ (you/wait) in line?
4. I feel really tired. I ________________________ (not/sleep) well for several nights.
5. There's a wonderful smell in here. ________________________ (you/use) my perfume?
6. The friends ________________________ (paint) the room for two days, but they ________________________ (only/finish) one wall.

C. Complete the questions.

💡 to a doctor about his/her patients	How many *patients have you seen/treated today*?
1. to a pilot about his career	How long ________________________?
2. to someone who writes books	How many ________________________?
3. to a baker making cakes	How many ________________________?
4. to a football player	How long ________________________?
5. to an English student	How long ________________________?

D. Read the texts. Find the text that most closely represents your view. Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Point to clues in the texts that justify your answer.

The computer and the Internet. Good or bad?

Have we become dependent on computers and the Internet?

´ Thread Started on Sept 2, 2020, 4:55 PM ´

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer? Can we still use hard copies of dictionaries or books? Can we write by hand?
I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad?

´ Reply #1 on Sept 2, 2020, 5:21 PM ´

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.

Re: Computer and the Internet. Good or bad?

´ Reply #2 on Sept 2, 2020, 7:43 PM ´

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?

Re: Computer and the Internet. Good or bad?

´ Reply #3 on Sept 3, 2020, 4:01 PM ´

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

Re: Computer and the Internet. Good or bad?

´ Reply #4 on Sept 3, 2020, 9:40 PM ´

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.

Re: Computer and the Internet. Good or bad?

´ Reply #5 on Sept 6, 2020, 5:12 PM ´

Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?

E. How would you reply? Work with a partner and write a brief reply. Compare your replies in class.

1. Students in my country have been using computers for ______________________ .
2. Write about yourself.
   (use computers) ______________________
   (write by hand) ______________________
   (use spell-check) ______________________
   (learn online) ______________________
3. Add your own ideas.

F. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.

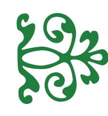
2 Reading 

Before Reading

1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?



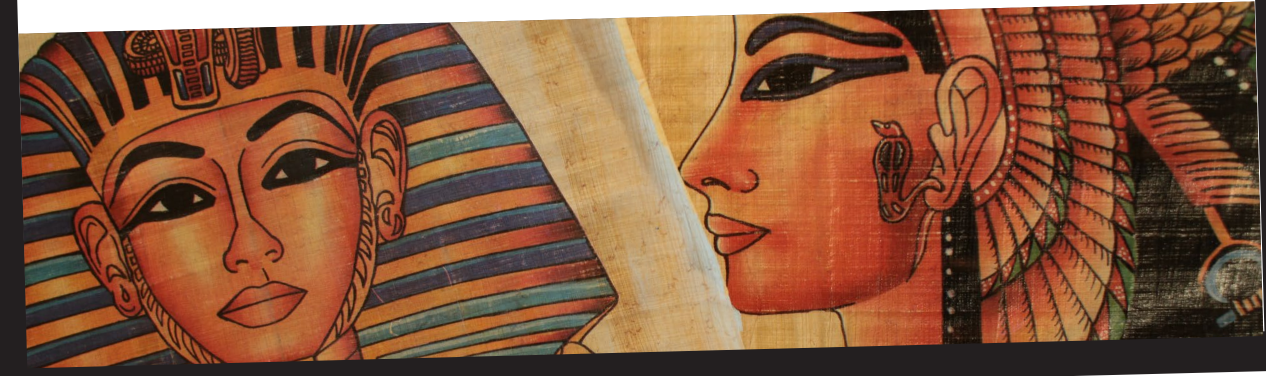
EYE MAKE-UP IN ANCIENT EGYPT



Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.







After Reading

A. Answer the questions about the reading.

1. What was Egyptian make-up concocted with?
2. What was make-up used for in Ancient Egypt?
3. What did the Greeks and Romans believe?
4. How was the research carried out?
5. What were the findings of the research?
6. According to the text, how long have people been using make-up?

B. Match each word or phrase in the text with the correct definition.

1. _h_ immune system
2. ____ disinfectant
3. ____ point out
4. ____ properties
5. ____ effect
6. ____ molecule
7. ____ preventive
8. ____ striking
9. ____ concoct
10. ____ cell

a. attractive in an unusual way that attracts attention

b. to make something by mixing things in liquid or powder form, which are not normally combined

c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of

d. the qualities or characteristics that something, e.g. a substance or object, has

e. the way in which an event, action, or person changes/influences someone or something

f. the smallest part of a living thing

g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms

h. the system that the body uses to protect itself against disease or infection

i. a substance/chemical that destroys bacteria

j. intended to stop something from happening, pre-emptive

Discussion

1. Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
2. What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

3 Project

Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

Name an item that is used in the Kingdom of Saudi Arabia:	
When was it first used in the Kingdom of Saudi Arabia?	
Who were the first people to use it?	
Why did people need to use it or to have it?	
How has it changed since it was first used?	
Do you think people will keep on using it after 50 years?	

4 Chant Along



I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?



Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

Vocabulary

A. Match the words with the meanings as found in the chant.

1. _____ grown
2. _____ come true
3. _____ on their own
4. _____ path
5. _____ carry on

a. a way of life
b. alone
c. to continue
d. adults
e. to happen as predicted

B. What do you think the following expressions mean?

1. To take someone by the hand ______________________________
2. A castle made of sand ______________________________

Comprehension

Answer ***true*** or ***false*** about the chant.

1. _____ The chanter hopes to be alive to see what his children will be.
2. _____ He fears that his children won't know what to do if he dies.
3. _____ The chanter hopes that his dreams for his children will come true.
4. _____ He has wished health, wealth, and happiness for his children.
5. _____ The chanter hopes that his example will help his children through life.

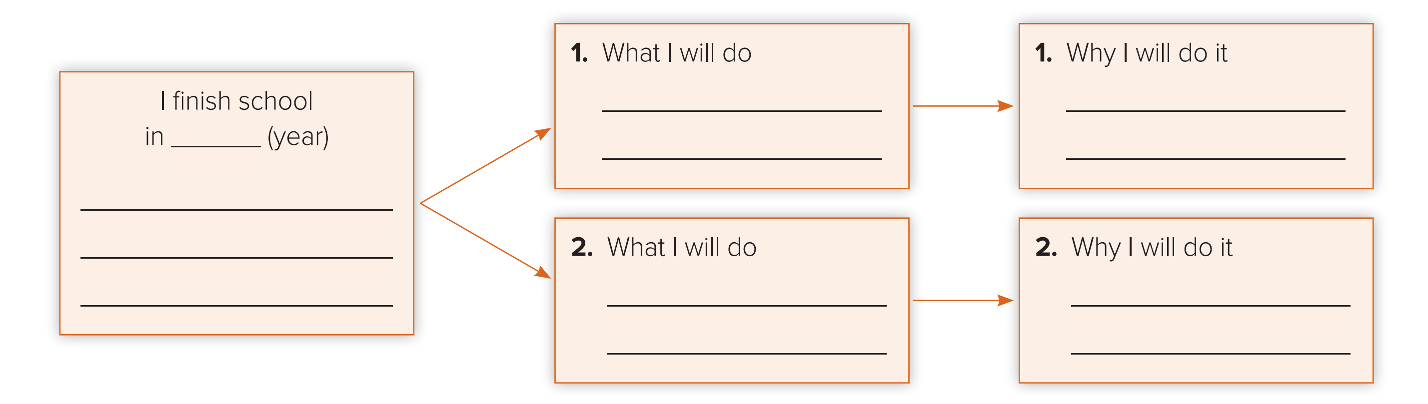
Discussion

1. What dreams do you think your parents have for you?
2. Do you think you'll accomplish them?

5 Writing



Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.



6 Language Review

A. Complete the ad using the correct passive form of the verbs in parentheses.





This award-winning resort _________ (**1.** locate) on Paradise Island and _________ (**2.** build) only recently. Guests _________ (**3.** offer) a unique setting and a wide choice of rooms that _________ (**4.** decorate) magnificently. The hotel is on a quiet beach, and it _________ (**5.** surround) by palm trees. Our staff _________ (**6.** dedicate) to meeting your every need. Exquisite gourmet dishes _________ (**7.** prepare) for our guests by our international chefs. Paradise Resort focuses on the exotic. Relaxation and healing techniques from cultures around the globe _________ (**8.** use) to help guests renew themselves.

Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body _________ (**9.** will–design) for you personally by our highly qualified fitness experts.

Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet _________ (**10.** will–create) for you by one of our nutritionists. With our program, your concentration _________ (**11.** will–improve), and your stress _________ (**12.** will–reduce).

Vocabulary

1 Big Changes

VOCABULARY

Nouns

biologist
citizen
currency
exploration
federation
government
infrastructure
reunification
satellite
transmission

Nouns—Global issues

disease
economy
endangered species
fresh water
globalization
global warming
natural disaster
overpopulation
pollution
poverty
security
terrorism
traffic
unemployment

Verbs

affect
establish
initiate
launch
lose touch
obtain

Adjective

accessible
legendary
numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

by the way
fit in
in fact
you see

2 Careers

VOCABULARY

Nouns

animation
animator
computer generated imagery (CGI)
flavor
microscope
qualification
sculptor
sculpture
showroom
staff
test tube
trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design
end up
expand
experiment
visualize

Adjectives

challenging
creative
crucial
efficient
hands-on
hardworking
lucky
miniature
permanent
reliable
sociable
stuck

EXPRESSIONS

Real Talk

bored to death
day after day
day in and day out
luckily
talk someone out of it

Vocabulary

3 What Will Be, Will Be

VOCABULARY

Nouns		Verbs	Adjectives
appliance	shard	activate	gas-powered
character	shipwreck	attach	high-speed
exploration	skyscraper	dive	
glass	steel	monitor	
haircut	submarine	optimize	
novel	tentacle		
prediction	vision		
robot	visionary		
rocket	whale		

EXPRESSIONS

Real Talk

certainly
No kidding?



4 The Art of Advertising

VOCABULARY

Nouns	Verbs	Adjectives
brick	conduct	bulky
classic	customize	portable
combination	devise	renewable
compact car	opt	smooth
frame		substantial
fuel		surgical
legend		wireless
option		
pedal		
provider		
triumph		

EXPRESSIONS

Real Talk

What are you up to?
What on earth . . . ?

EXPANSION Units 1–4

VOCABULARY

Nouns	Verbs	Adjectives
access	attach	adept
cell	carry out	articulate
composition	concoct	conventional
disinfectant	ward off	integral
immune system		preventive
infection		striking
lead		
literacy		
molecule		
property		
range		





Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written



iii (t) ©Tatweer Co. for Educational Services, **2** (tl) ©Raymond Cassel/Shutterstock, **2** (tr) ©Chesky/Shutterstock, **2** (bl) ©Dreams Brand/Shutterstock, **2** (bc) ©Image Point Fr/Shutterstock, **2** (br) ©Artur Didyk/Shutterstock, **3** (tl) ©Aleksandra Suzi/Shutterstock, **3** (tr) ©ZouZou/Shutterstock, **4** (tr) ©Moatassem/Shutterstock, **5** (tr) ©BrunoWeltmann/Shutterstock, **6** (tl) ©Julinzy/Shuttesrtock, **6** (tr) ©JCElv/Shutterstock, **6** (cl) ©National Aeronautics and Space Administration (GPN-2002-000182), **6** (br) ©Andrey Armyagov/Shutterstock, **7** (tr) ©Fedor Selivanov/Shutterstock, **7** (cl) ©Jan Stria/Shutterstock, **7** (cr) ©TTstudio/Shutterstock, **9** (c) ©Tupungato/Shutterstock, **9** (cr) ©Justin Black/Shutterstock, **9** (bl) ©stocksolutions/Shutterstock, **9** (bc) ©ChrisVanLennepPhoto/Shutterstock, **9** (br) ©Paul Cowan/Shutterstock, **10** (tr) ©Underwood Archives/Shutterstock, **11** (tr) ©Christian Draghici/Shutterstock, **13** (tl) ©Digital Archive Japan/Alamy, **13** (b) ©Samet Guler/Shutterstock, **14** (bl) ©Pavel Ignatov/Shutterstock, **15** (cl) ©Goldilock Project/Shutterstock, **15** (cr) ©Victor Jiang/Shutterstock, **18** (tr) ©Ahmad Ihsan/Shutterstock, **18** (b) ©Bohbeh/Shutterstock, **20** (tr) ©M. Unal Ozmen/Shutterstock, **20** (c) ©Gorodenkoff/Shutterstock, **20** (inset) ©M. Unal Ozmen/Shutterstock, **20** (bl) ©Gorodenkoff/Shutterstock, **20** (br) ©Tatweer Co. for Educational Services, **21** (tr) ©Tatweer Co. for Educational Services, **22** (bl) ©wajdram/Shutterstock, **22** (br) ©hikrcn/Shutterstock, **23** (tr) ©Astrid Gast/Shutterstock, **24** (inset) ©Tatweer Co. for Educational Services, **24** (bkgd) ©Ruslan Ivantsov/Shutterstock, **25** (tr) ©Tatweer Co. for Educational Services, **25** (cr) ©Tatweer Co. for Educational Services, **26** (bkgd) ©Africa Studio/Shutterstock, **27** (br) ©NERYXCOM/Shutterstock, **28** (tr) ©Hyserb/Shutterstock, **29** (tc) ©Tatweer Co. for Educational Services, **30** (br) ©as-artmedia/Shutterstock, **32** (tr) ©Dreams Brand/Shutterstock, **34** (tr) ©AP/Shutterstock, **34** (cl) ©Kharbine-Tapabor/Shutterstock, **34** (bc) ©Design Pics Inc/Shutterstock, **34** (br) ©ChonnieArtwork/Shutterstock, **35** 1 ©Alexander Kalina/Shutterstock, **35** 2 ©scottff72/123RF.com, **35** 3 ©Berg Dmitry/Shutterstock, **35** (4) ©rocharibeiro/Shutterstock, **37** 1 ©vtls/123RF, **37** 2 ©Mny-Jhee/Shutterstock, **37** 3 ©Scanrail1/Shutterstock, **37** (4) ©Christian Bertrand/Shutterstock, **37** (5) ©cobalt/123RF, **37** (6) ©Marine's/Shutterstock, **37** (7) ©AmaPhoto/Shutterstock, **37** (8) ©davemhuntphotography/Shutterstock, **37** (9) ©Jan Martin Will/Shutterstock, **37** (10) ©PENpics Studio/Shutterstock, **38** (tr) ©Tatweer Co. for Educational Services, **38** (cr) ©Tatweer Co. for Educational Services, **38** (br) ©Sergey Nivens/Shutterstock, **39** (tr) ©Scott Maxwell LuMaxArt/Shutterstock, **39** (cr) ©Oleksandr Riabokin/Shutterstock, **39** (br) ©Phonlamai Photo/Shutterstock, **40** (cr) ©CarlsPix/Shutterstock, **41** (tr) ©Monica Armstrong/Shutterstock, **41** (br) ©Ttatty/Shutterstock, **42** (tr) ©Olga Visavi/Shutterstock, **42** (cr) ©Shane Gross/Shutterstock, **44** (tr) ©Tatweer Co. for Educational Services, **46** 1 ©Oleg GawriloFF/Shutterstock, **46** 2 ©JOAT/Shutterstock, **46** 3 ©Bloomicon/Shutterstock, **46** (4) ©mama_mia/Shutterstock, **48** (tl) ©pio3/Shutterstock, **48** (cr) ©Dmitry Zimin/Shutterstock, **49** (tl) ©yackers1/Shutterstock, **49** (tr) ©Brittny/Shutterstock, **50** 1 ©Vladimir Kramin/Shutterstock, **50** 2 ©AlexRoz/Shutterstock, **50** 3 ©Tanongsak Panwan/Shutterstock, **50** 4 ©Hekla/Shutterstock, **50** 5 ©Julian Rovagnati/Shutterstock, **51** (tr) ©Africa Studio/Shutterstock, **51** (cr) ©VLADGRIN/Shutterstock, **52** (tl) ©Prachaya Roekdeethaweesab/Shutterstock, **52** (tc) ©M. Unal Ozmen/Shutterstock, **52** (tr) ©Chuck Rausin/Shutterstock, **52** (c) ©gresei/Shutterstock, **52** (cr) ©Pakhnyushchy/Shutterstock, **54** (tr) ©Andrey_Kuzmin/Shutterstock, **54** (cl) ©Rido/Shutterstock, **55** (tr) ©Konstantin Kolosov/Shutterstock, **55** (br) ©Billion Photos/Shutterstock, **56** (tr) ©Gulfimages/Alamy, **56** (br) ©ImYanis/Shutterstock, **60** (tl) ©Ann Tyurina/Shutterstock, **60** (tr) ©Aleksandar Todorovic/Shutterstock, **60** (cl) ©gkrphoto/Shutterstock, **60** (cr) ©Kwangmoozaa/Shutterstock, **60** (bl) ©Joshua Resnick/Shutterstock, **60** (br) ©Creative Lab/Shutterstock, **64** (c) ©tanja-vashchuk/Shutterstock, **66** (b) ©Tatweer Co. for Educational Services, **68** (c) ©Maxim Tupikov/Shutterstock.




Cover: (bl) ©wajdram/Shutterstock, (br) ©hikrcn/Shutterstock.

Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Pronunciation
5	Intro	**5**	Listening
6	Intro	**7**	Pronunciation
7	Unit 1	**1**	Listen and Discuss
8	Unit 1	**2**	Pair Work
9	Unit 1	**5**	Listening
10	Unit 1	**6**	Pronunciation
11	Unit 1	**8**	Conversation
12	Unit 1	**9**	Reading
13	Unit 1	**10**	Writing
14	Unit 2	**1**	Listen and Discuss
15	Unit 2	**2**	Pair Work
16	Unit 2	**5**	Listening
17	Unit 2	**6**	Pronunciation
18	Unit 2	**8**	Conversation
19	Unit 2	**9**	Reading
20	Unit 2	**10**	Writing
21	Unit 3	**1**	Listen and Discuss
22	Unit 3	**5**	Listening
23	Unit 3	**6**	Pronunciation
24	Unit 3	**8**	Conversation
25	Unit 3	**9**	Reading
26	Unit 3	**10**	Writing
27	Unit 4	**1**	Listen and Discuss
28	Unit 4	**2**	Pair Work
29	Unit 4	**5**	Listening
30	Unit 4	**6**	Pronunciation
31	Unit 4	**8**	Conversation
32	Unit 4	**9**	Reading
33	Unit 4	**10**	Writing
34	EXPANSION	**2**	Reading
35	Units 1–4	**4**	Chant Along




MEGA GOAL 1.1

WORKBOOK

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLOU



MG_1.1_WB_TEXT_2022.indd 1 5/3/22 9:29 PM



MegaGoal 1.1 Workbook

Published by arrangement with McGraw Hill LLC

ISBN: 9781398900486

Contributing Writer: Kevin Sharpe

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Art direction: Heloisa Yara Tiburtius
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe



Photo Credits: The Photo Credits section for this book on page 78 is considered an extension of the copyright page.



www.mheducation.com

Contents



Photo Credits

1 (tl) ©happystock/Shutterstock, **1** 1 ©Zurijeta/Shutterstock, **1** 2 ©kpboonjit/Shutterstock, **1** 3 ©sonsart/Shutterstock, **1** 4 ©James Steidl/Shutterstock, **1** 5 ©bibiphoto/Shutterstock, **1** 6 ©Jeff Zehnder/Shutterstock, **1** 7 ©John Wollwerth/Shutterstock, **1** 8 ©Matt Gibson/Shutterstock, **1** 9 ©Syda Productions/Shutterstock, **1** (inset) ©McGraw-Hill Education, **5** (tr) ©iofoto/Shutterstock, **6** (tr) ©Tatweer Co. for Educational Services, **7** (t) ©Andrew V Marcus/Shutterstock, **8** (b) ©McGraw-Hill Education, **11** 1 ©Zurijeta/Shutterstock, **11** 2 ©Brilliant-Tariq Al Nahdi/Shutterstock, **11** 3 ©gulf eye/Shutterstock, **11** 4 ©gulf eye/Shutterstock, **13** (t) ©Eugene Onischenko/Shutterstock, **14** (t) ©Tatweer Co for Educational Services, **15** (t) ©iofoto/Shutterstock, **16** (tl) ©Tatweer Co. for Educational Services, **16** (cl) ©Tatweer Co. for Educational Services, **16** (bkgd) ©Richman Photo/Shutterstock, **17** (tl) ©Photomontage/Shutterstock, **17** (r) ©diplomedia/Shutterstock, **18** (b) ©McGraw-Hill Education, **21** (tr) ©Tatweer Co. for Educational Services, **21** (br) ©AlesiaKan/Shutterstock, **23** (tr) ©aphotostory/Shutterstock, **24** (cl) ©sonya etchison/Shutterstock, **24** 1 ©Kdonmuang/Shutterstock, **24** 2 ©Mayskyphoto/Shutterstock, **24** 3 ©McCarthy's PhotoWorks/Shutterstock, **24** 4 ©TungCheung/Shutterstock, **24** 5 ©Alan Freed/Shutterstock, **25** (tr) ©Tatweer Co. for Educational Services, **25** (bkgd) ©Tex vector/Shutterstock, **27** (tl) ©Gimas/Shutterstock, **27** (tr) ©Fedor Selivanov/Shutterstock, **28** (b) ©McGraw-Hill Education, **31** (t) ©ben smith/Shutterstock, **31** (c) ©Mikbiz/Shutterstock, **31** (b) ©Rob Wilson/Shutterstock, **34** 1 ©dwi putra stock/Shutterstock, **34** 2 ©Fedor Selivanov/Shutterstock, **34** 3 ©Richard Semik/Shutterstock, **34** 4 ©Vladimir Kramin/Shutterstock, **34** 5 ©Rawpixel.com/Shutterstock, **34** 6 ©Sabphoto/Shutterstock, **34** 7 ©East/Shutterstock, **34** 8 ©Kongsak/Shutterstock, **34** 9 ©gvictoria/Shutterstock, **37** (tl) ©Nor Gal/Shutterstock, **37** (tr) ©mizar_21984/Shutterstock, **38** (b) ©McGraw-Hill Education, **40** (b) ©Donna Beeler/Shutterstock, **44** (tr) ©Zurijeta/Shutterstock, **44** (cr) ©Rawpixel.com/Shutterstock, **45** (br) ©Tatweer Co. for Educational Services, **46** (tl) ©Brilliant-Tariq Al Nahdi/Shutterstock, **46** (tr) ©mangostock/Shutterstock, **47** (b) ©McGraw-Hill Education.

Cover (bl) ©wajdram/Shutterstock, (br) ©hikrcn/Shutterstock.



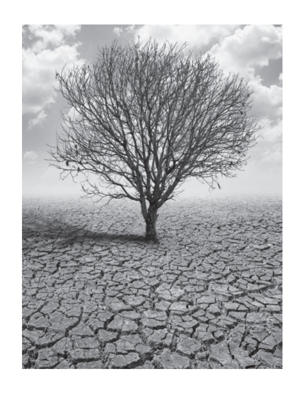

1 Big Changes

A What global issue is shown in each picture? Use the words in the box.

overpopulation	**pollution**	**traffic**	**security**	**endangered species**
~~unemployment~~	**fresh water**	**economy**	**natural disaster**	**global warming**









unemployment **1.** __________ **2.** __________ **3.** __________







4. __________ **5.** __________ **6.** __________







7. __________ **8.** __________ **9.** __________

B Complete the information. Use the present tense.

My name **(1)** (be) __________ Carolina Richter. I **(2)** (live) __________ in the city of Blumenau, Santa Catarina, Brazil. I **(3)** (be) __________ 16 years old. I **(4)** (have) __________ a younger sister and an older brother. They **(5)** (watch) __________ TV every evening with my father. I **(6)** (do) __________ my homework in the same room. There **(7)** (be) __________ a television show on tonight about global warming. I **(8)** (be) __________ interested in global warming. It **(9)** (affect) __________ everyone and everything on Earth.

My science teacher **(10)** (want) __________ everyone to write a report on a global issue. My report **(11)** (be) __________ on the importance of the rain forest in Brazil. People **(12)** (take) __________ these huge forests for granted. Our Brazilian rain forest **(13)** (make) __________ about 20 percent of the Earth's oxygen. But every day people **(14)** (cut down) __________ or **(15)** (burn) __________ our rain forest. This **(16)** (mean) __________ less oxygen in the atmosphere. With less oxygen, there **(17)** (be) __________ more carbon dioxide in the atmosphere. This **(18)** (affect) __________ global warming.




My friends and I **(19)** (talk) __________ about this every day. We **(20)** (want) __________ to stop the destruction of the rain forests in Brazil and reduce global warming. In fact, all my family and friends **(21)** (know) __________ how important this is. But global warming **(22)** (be) __________ not just a Brazilian problem. The whole world **(23)** (need) __________ to help to reduce global warming.

C Answer the questions.

1. Where does Carolina live?

____

2. Who watches TV every evening?

____

3. What is Carolina interested in?

____

4. What do Carolina and her friends talk about every day?

____

5. Who needs to help reduce global warming?

____

D Finish the conversation. Use the simple present or present progressive.

Alexa: Hi, Mrs. Lewis. Where **(1)** (be) __________ Grace?

Mrs. Lewis: She **(2)** (be) __________ still upstairs. I **(3)** (think) __________ she **(4)** (finish) __________ her project.

Alexa: What **(5)** (do) __________ you __________?

Mrs. Lewis: I **(6)** (make) __________ a pizza. **(7)** (be) __________ you hungry?

Alexa: Yes, I **(8)** (be) __________. Thanks. Grace and I **(9)** (meet) __________ Mona and Sierra in a little while.

Mrs. Lewis: Really? I **(10)** (negative: know) __________ Sierra. Who **(11)** (be) __________ she?

Alexa: She **(12)** (live) __________ in Madrid. She **(13)** (visit) __________ Mona. She **(14)** (be) __________ her cousin.

Mrs. Lewis: Where **(15)** (go) __________ you __________?

Alexa: There **(16)** (be) __________ a talk on Europe and globalization. Sierra and Mona **(17)** (want) __________ to go to hear it. Then Grace and I **(18)** (want) __________ to take them to an Indian restaurant for dinner.

Mrs. Lewis: I **(19)** (love) __________ Indian food!

Alexa: Why **(20)** (negative: come) __________ you __________ with us to the restaurant?

Mrs. Lewis: That **(21)** (be) __________ a great idea!

Alexa: Awesome! We **(22)** (have) __________ reservations for 9 o'clock.

E Complete a question for each answer.

Q: What is *Grace doing* **?**
A: She's finishing her project.

1. **Q:** Who __________?
   A: They're meeting Mona and Sierra.
2. **Q:** Who __________?
   A: She is Mona's cousin.
3. **Q:** Where __________?
   A: They want to go to a talk on Europe and globalization.
4. **Q:** Where __________ after the talk?
   A: They're going to an Indian restaurant.

F Complete the sentences. Use the simple past.

Sandra is a biologist.

In 1980, her grandfather ___*was*___ a biologist, too.

1. France uses the euro today.
   In 1995, France ____________ the franc for its currency.
2. Today my parents have three children.
   In 2009, they ____________ two children.
3. My country launches a lot of satellites each year.
   Last year, it ____________ 23 satellites.
4. Traffic increases all the time in my city.
   It ____________ 50 percent last year.

G Complete the sentences. Use the present perfect.

I (need) ___*have needed*___ a new pair of shoes for a long time.

1. The city (want) ____________ a park on King Abdulaziz Road for years.
2. Overpopulation and pollution (affect) ____________ global warming.
3. My family (live) ____________ in the same town for fifteen years.
4. We (lose) ____________ touch with many of our cousins.

H Complete the paragraph. Use the simple past or the present perfect.

My brother and I **(1)** (go) ____________ to the zoo yesterday. We **(2)** (see) ____________ a lot of beautiful animals there. Some of the animals **(3)** (be) ____________ on the endangered species list for a long time. I **(4)** (love) ____________ the giant pandas. They **(5)** (be) ____________ beautiful, and they **(6)** (be) ____________ hungry, too! One of the pandas **(7)** (sit) ____________ under a tree and **(8)** (eat) ____________ a lot of leaves. Yesterday I **(9)** (learn) ____________ that the giant panda **(10)** (be) ____________ on the endangered species list since at least 1980.

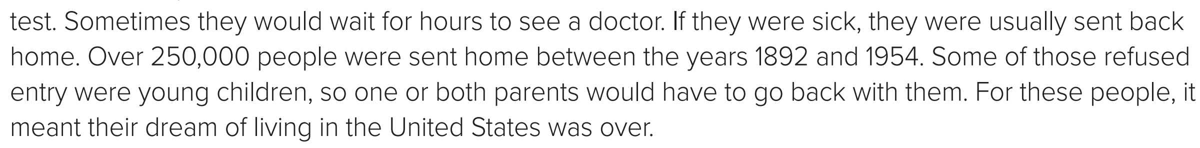
I READING



Read about Ellis Island in New York.

Between 1892 and 1954, most people who came to live in the United States passed through Ellis Island. During that time, more than 12 million immigrants had this experience. Sometimes more than 10,000 people would go through Ellis Island in a single day. Most of these newcomers came from Europe and almost all of them came across the Atlantic Ocean by steamship. The trip was very difficult. The food was terrible, the ships were usually crowded and dirty, and the weather was usually bad so a lot of people got sick.

After the immigrants got off the ship at Ellis Island, they first had to pass a medical test. Sometimes they would wait for hours to see a doctor. If they were sick, they were usually sent back home. Over 250,000 people were sent home between the years 1892 and 1954. Some of those refused entry were young children, so one or both parents would have to go back with them. For these people, it meant their dream of living in the United States was over.







Today Ellis Island is a museum. You can see pictures of what the immigrants and the ships looked like. You can also listen to recorded interviews of some of the immigrants as they tell stories about what it was like to come to this country. In spring 2001, *The Statue of Liberty-Ellis Island Foundation* started offering a new service. You can now trace your ancestors' records. Among other things, you can find out the name of the ship they came on, how old they were, and what nationality they were. Of course there is a fee for this service, but for many people it is worth it to find out more about their family members' first days in the New World.

Read the sentences about Ellis Island. Write ***T*** for ***True*** or ***F*** for ***False.***



1. ______ Ellis Island is in California.



2. ______ Immigrants came to Ellis Island and then had to pass a medical test.

3. ______ Today Ellis Island is a museum.

4. ______ Ellis Island was used between the years 1892 and 1954.

5. ______ Many people came to Ellis Island from Europe.

6. ______ The ships were clean and didn't have many people on them.

7. ______ The food on the ships was great.

8. ______ For most immigrants, the trip across the Atlantic was difficult.



J Hameed just returned to Saudi Arabia from a business trip. How did he answer the immigration officer's questions? Write your ideas.



Q: What is your nationality?
A: *I am Saudi.*

1. **Q:** What city do you live in?
   A: ______________________________
2. **Q:** Are you bringing back any fruit or vegetables?
   A: ______________________________
3. **Q:** What countries have you visited?
   A: ______________________________
4. **Q:** Why have you been out of the country?
   A: ______________________________
5. **Q:** How long have you been out of the country?
   A: ______________________________

K The introduction of personal computers and computer networks has changed the way people do things at work, at home, and at school. Write sentences about changes at:

Work:	______________________________ ______________________________ ______________________________
Home:	______________________________ ______________________________ ______________________________
School:	______________________________ ______________________________ ______________________________

L Look at the picture. Have you been to this place? If you haven't, imagine that you went there and answer the questions below.







1. When did you go there?

___

2. How long did you stay there?

___

3. Where did you go?

___

4. What did you do?

___

5. What did you see?

___

6. What words describe the place?

___

M WRITING

Get a picture of a place you like. Imagine that you went there. Complete the chart below and use it to write about your visit.

QUESTIONS	Your answers
Where did you go?	
When did you go there?	
How long did you stay there?	
What happened there?	
What did you see there?	
What did you do there?	
What words describe the place?	

Adventure to ______________________

N Complete the information. Use the simple past.

Yesterday, Saeed **(1)** ________________ (not go) out because he **(2)** ________________ (want) to write a report about natural disasters. He **(3)** ________________ (wait) for his friends to come to discuss some ideas. His friends, Ali and Samir, **(4)** ________________ (live) in the same town, but last week there **(5)** ________________ (be) an earthquake. It **(6)** ________________ (damage) part of the road. This **(7)** ________________ (cause) a traffic problem, so the buses **(8)** ________________ (not arrive) on time. The boys **(9)** ________________ (decide) to ride to Saeed's house on their bicycles instead. Saeed **(10)** ________________ (not think) they would come, so he **(11)** ________________ (try) to start writing the report. His friends **(12)** ________________ (reach) his house at lunch time. They **(13)** ________________ (watch) a documentary about natural disasters around the world and then they **(14)** ________________ (talk) about their effects. Saeed **(15)** ________________ (make) notes of everything they **(16)** ________________ (discuss). Last night, Saeed **(17)** ________________ (sit) down and **(18)** ________________ (complete) his report on his computer. He **(19)** ________________ (want) to move to another country because he **(20)** ________________ (not want) to live somewhere far away from natural disasters like earthquakes.

O Answer these questions.

Did Saeed go out yesterday? *No, he didn't. He stayed at home.*

1. What did he want to write? ________________
2. Where did his friends live? ________________
3. What did the earthquake do? ________________
4. Did Saeed's friends go to his house by bus? ________________
5. Did the boys read books about global warming? ________________
6. When did Saeed complete his report? ________________
7. Did Saeed want to leave his country? ________________





P Match the questions and answers.

1. ______ Were you watching the football match on your smartphone?
2. ______ Was Neil Armstrong traveling in space in June 1963?
3. ______ Was King Abdulaziz ruling the KSA in 1932?
4. ______ Were we getting behind schedule with our work?
5. ______ Was the Space Shuttle Discovery flying around the Earth in 1985?
6. ______ Were people using computers in 1900?

a. No they weren't.
b. Yes, it was.
c. Yes, you were.
d. No, he wasn't.
e. Yes, he was.
f. Yes, I was.

Q Complete the sentences with the correct simple past or past progressive form of the verb.

The Romans ___*were becoming*___ **(become) a powerful nation when they** ___*built*___ **(build) the Coliseum.**

1. Noura ________________ (sleep) when the tsunami ________________ (flood) the village.
2. We ________________ (hear) the news about the Space Shuttle when it ________________ (be) launched.
3. The officials ________________ (not ration) food when the war first ________________ (start).
4. When Edmund Halley ________________ (locate) the comet, he ________________ (study) the movement of the planets.
5. ________________ Al-Battani ________________ (travel) in Syria when he ________________ (make) his astronomical observations?
6. Sultan bin Salman bin Abdulaziz Al Saud ________________ (represent) ARABSAT when he ________________ (fly) in Discovery in 1985.

R Make sentences using ***when***.

1. Ahmed Zewail / teach in California / / win / the Nobel Prize

____

2. they / cross the border from Iraq / / the earthquake happen

____

3. the water supply / run out / / the rescue team arrive

____

4. Sabah / do medical research / / the Internet go down?

____

2 Careers

A Write the word that describes each person.

initiative	teamwork skills	honesty	work ethic	integrity



1. Faisal works in a clothing store. He helps customers choose clothes, and he answers their questions. Faisal thinks that the store needs to sell hip and cool clothes. He has asked some customers about this, and they are interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact, the manager gave Faisal a promotion!
Faisal has ______________________________.



2. Fahd is a doctor and works at a hospital. He has worked there for three years. He has never been late for work. Fahd has always done his job well, and he has never missed a day of work. He loves his job and always helps others. He often stays late to see his patients. Fahd has a strong ___________________________.



3. Adel works in a bank. Yesterday morning he had a new customer. He lost his wallet at the bank. After lunch, Adel saw the wallet on the floor by his desk. He immediately called him. He returned to the bank, and Adel gave him the wallet. All his money was still in the wallet, and he was very happy. He gave Adel $20 as a reward. Adel received the reward because of his _________________________ and ___________________________.



4. Saeed has always liked to work with people. He's a manager in an advertising agency. Saeed is always interested in working with new clients. He is good at getting people to work together. That is an important part of his job. And he has always been successful because of this. Saeed has a lot of success at work because of his ______________________________.



B Read Tom's job application. Answer the questions about him. Use the present perfect progressive.

Job Application Form

Your Name:	Tom Chen
Address:	810 Piney Lane
	Paulding, MI 39348
Name of High School:	Robert Morris High School
Important Courses:	Computer Science, 3 years
	Math, 4 years
Languages:	Spanish, 3 years (reading, writing, speaking)
	French, 2 years (reading, writing)
Activities:	Basketball team, 4 years
Employer:	Ciao Italian Restaurant
Experience:	Answering phones, serving food
Length of Time at This Job:	2 years

Can Tom use a computer?

(use) *Yes. He's been using a computer for three years.*

1. Has he ever had a computer science class?
   (take) ______________________
2. Does he know more than one language?
   (speak) ______________________
3. Can he read French?
   (study) ______________________
4. Does he play basketball?
   (play) ______________________
5. Has he ever worked in a restaurant?
   (work) ______________________
6. Does he know how to answer phones?
   (answer) ______________________

C Now tell us about your skills. Use the present perfect progressive.

1. ______________________
2. ______________________
3. ______________________

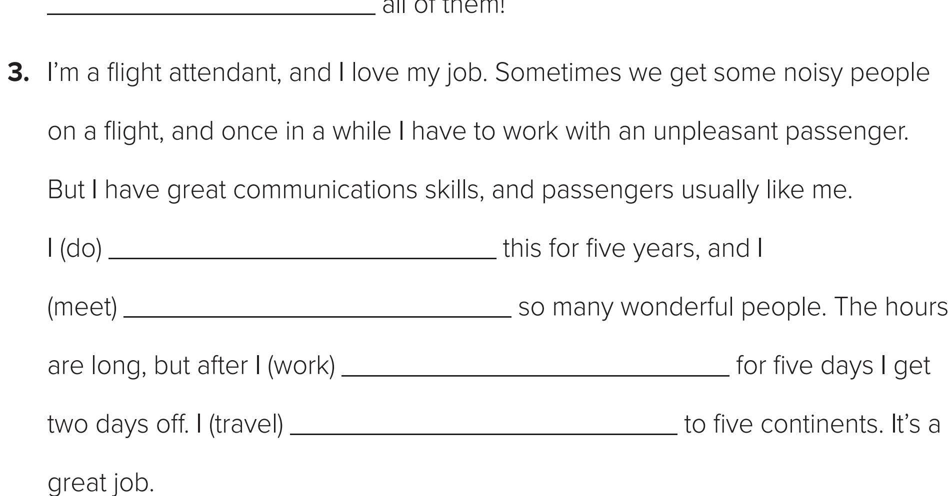
D Read what the people ***have been doing*** and what they ***have done***.
Complete each story. Use the present perfect progressive or the present perfect.
Sometimes either one is correct.



1. I'm a professional football player. I love to play football, and I (do) ______________________________ it since I was a kid. I also like to win. My team (win) ______________________________15 games so far this season. We practice a lot, and we (work) ______________________________ all season on our teamwork skills. The team wins a match, not just one person. Our coach (tell) _________________________ us that a hundred times. It really is important to remember.

2. I'm a nurse. I (work) ______________________________ in the same job since I was 22 years old. I (do) ______________________________ the same thing for ten years. My job is never boring, and I really like to help people get well again. It's great to get a thank you card from a patient. In fact, lots of patients (send) ______________________________ me cards, and I (keep) _________________________ all of them!





3. I'm a flight attendant, and I love my job. Sometimes we get some noisy people on a flight, and once in a while I have to work with an unpleasant passenger. But I have great communications skills, and passengers usually like me. I (do) ______________________________ this for five years, and I (meet) ______________________________ so many wonderful people. The hours are long, but after I (work) ______________________________ for five days I get two days off. I (travel) ______________________________ to five continents. It's a great job.

E Omar is at a job interview. Mr. Al Zahrani is asking him some questions. Complete the conversation. Use ***good at*** + gerund or ***interested in*** + gerund.



Mr. Al Zahrani: What job are you interested in?

Omar: I'm **(1)** (work) ______________________ for you as an accountant.

Mr. Al Zahrani: How are your computer skills? Have you taken any computer science classes?

Omar: Yes. I got all A's in my computer science classes, and I'm **(2)** (use) ______________________ computers and different computer programs.

Mr. Al Zahrani: How are your communication skills?

Omar: I'm not very **(3)** (speak) ______________________ in public, but I am very **(4)** (write) ______________________ reports and emails.

Mr. Al Zahrani: Why do you want to be an accountant?

Omar: I'm **(5)** (use) ______________________ my analytical skills.

Mr. Al Zahrani: That's good. Tell me about your analytical skills.

Omar: I'm **(6)** (study) ______________________ a problem, and I'm **(7)** (find) ______________________ any mistakes, and then I'm very **(8)** (find) ______________________ a solution to a problem.

Mr. Al Zahrani: We want employees with a strong work ethic. We are **(9)** (have) ______________________ employees with lots of honesty and integrity.

Omar: I agree with you. Those are important qualities, and I have a very strong work ethic.

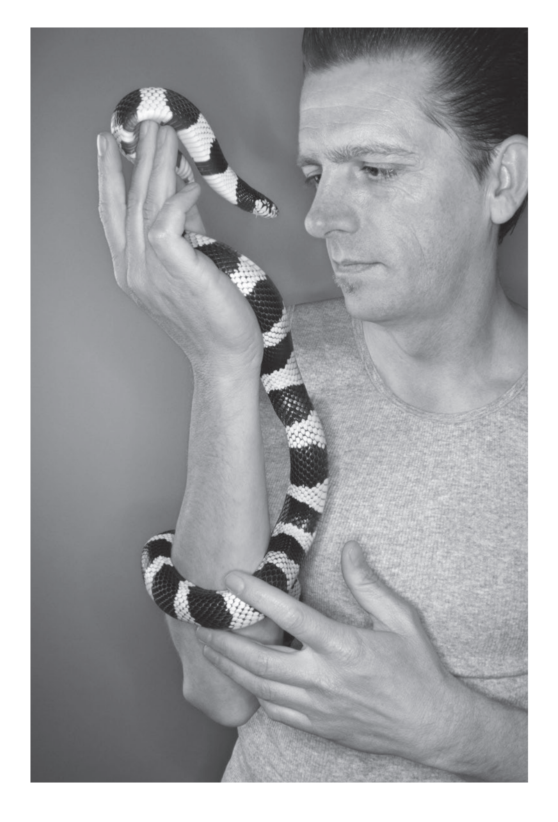
Mr. Al Zahrani: Very good. Thank you, Omar.

Omar: Thank you, Mr. Al Zahrani.




F READING

Read the story, and answer the questions.



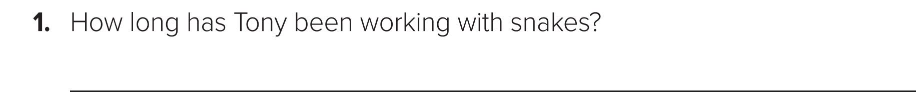
How many times have you been near a dangerous animal? How close have you been to a poisonous snake? Well Tony Kepler raises killer snakes for a living, and he loves his job. He has been working with them since he was a little boy, and he's not afraid of them at all.

Tony's father has been handling snakes for twenty years, and he has taught his son a lot about them. Now Tony is able to make money from snakes. He collects the venom from rattlesnakes found in the western part of the U.S. Venom is the liquid that comes out of the snake's fangs when it bites. Tony sends the venom to a lab, and the lab makes it into antivenin. When a poisonous snake bites a person, a doctor gives that person antivenin. This antivenin keeps the venom from killing the person. Tony has been earning his living this way for five years.

Tony's father has handled nearly 1,000 snakes in his lifetime. He has taught hundreds of people how to hold snakes. He has also shown them how to feed snakes and how to get venom from them. Not everyone can get used to the idea of picking up a snake. Many people heard scary stories about snakes when they were children and have been afraid of them ever since. Tony has been trying to educate people about the positive things snakes do. For one thing, they help control the rat and mouse population. Snakes are also very clean and quiet, and they rarely disturb humans.

Tony's job is very different from a lot of jobs, but it is a really important one. Without venom collectors, many people would be in real danger and some would die.

1. How long has Tony been working with snakes?



____

2. How long has Tony's father been handling snakes?

____

3. How many snakes has Tony's father handled?

____

4. How long has Tony been earning his living from snakes?

____

5. Why is Tony so comfortable around snakes?

____

G Look at the pictures. Write sentences about each person. Use the present perfect simple and the present perfect progressive. Also use ***interested in*** + gerund and ***good at*** + gerund.



Hameed

Hameed has been working in the company for five years.

1. ______________________________
2. ______________________________
3. ______________________________



Ali

Ali is interested in becoming a surgeon.

4. ______________________________
5. ______________________________
6. ______________________________

H You have applied for a teaching position. You are preparing for the interview. Write some of the questions that the interviewer might ask you.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

1 Look at the two pictures and answer the questions below.



1. What do these people do?

___

___

2. What are the different things they need to do every day?

___

___

3. Are there any dangers in their jobs? What?

___

___

4. What are the good things about having each kind of job?

___

___

5. What are some words that describe each kind of job?

___

___

J WRITING

Get a picture of a job you like. Imagine that you are applying for this job. Complete the chart below and use it to write a letter of application.

QUESTIONS	Your answers
What is the job?	______________________ ______________________
What are the good things about this job?	______________________ ______________________
What are the things that you need to do every day in this job?	______________________ ______________________
What are some words that describe this job?	______________________ ______________________
Why are you interested in this job?	______________________ ______________________
What qualities do you have that are the right qualities for this job?	______________________ ______________________
How are you preparing for this kind of job?	______________________ ______________________

Dear Sir,

____

____

____

____

____

____

____

K Complete a question and an answer for each prompt.

Hashim / do / journalist *What does Hashim do?* *He's a journalist.*
where / work / newspaper *Where does he work?* *He works for a newspaper.*

1. Rana / do / nurse ____________________
   where / work / hospital ____________________
2. you / do / chef ____________________
   where / work / hotel restaurant ____________________
3. your uncles / do / lawyers ____________________
   where / work / office ____________________
4. Aisha's father / do / sales manager ____________________
   where / work / shopping mall ____________________
5. Faisal / do / car mechanic ____________________
   where / work / garage ____________________



L Complete the conversation. Circle the correct answers.

Yahya: Hi. I'm Yahya Abdullah. I'm a photographer. I [1] (**work / works**) for a sports magazine in Riyadh.

Gregory: That's a great job. I'm Gregory Hunter.

Yousef: What [2] (**do you do / you are doing**)?

Gregory: I'm a football coach. I coach the players in a club here. And my wife is a teacher. She isn't at the school now. [3] (**On / In**) weekends, she [4] (**doesn't work / don't work**). She's at home.

Yahya: Do you [5] (**have / has**) any friends here?

Gregory: Yes, [6] (**I do / I has**). My friends are Ali and Samir. They are standing over there.

Yahya: What [7] (**they do / do they do**)?

Gregory: They're football players. They [8] (**play / playing**) for a team in Jeddah.

Yahya: That's interesting. [9] (**When / What**) do they train?

Gregory: They train [10] (**at / on**) weekdays, from seven [11] (**at / to**) ten every evening.

Yahya: My brother plays football [12] (**in / on**) the evenings, too. He's in a team in Dubai. They're playing [13] (**at / to**) nine o'clock tonight. Do you want to watch the match?

Gregory: Thanks, but no, I [14] (**don't watch / don't**). My plane leaves at ten.





M Complete the sentences with ***who*** or ***which***.

1. What's the name of the girl ________________ sits next to Amal in school?
2. This is the stadium ________________ our team plays in.
3. That's the new restaurant ________________ is really expensive
4. Is that the helpful taxi driver ________________ brought us to the hotel yesterday?
5. The web designers ________________ made the company website are excellent at their job.
6. A journalist ________________ works for a newspaper in Riyadh was at the airport.

N Make sentences using ***while***. Use the past progressive.

journalists / wait to ask questions / / team / leave stadium
The journalists were waiting to ask questions while the team was leaving the stadium

1. some passengers / sleep / / pilot / land plane

____

2. baby / cry / / Nawal / talk on the phone

____

3. it / rain / / we / play tennis

____

4. Faisal / work on the weekends / / he / study at university

____

5. I / do my science homework / / my sisters / watch a film

____

6. Dan / organize the conference / / you / prepare your speech

____

O Complete the text. Write one word in each gap.

Last year, Asma **(1)** ________________ studying for her medical degree **(2)** ________________ she and her sister **(3)** ________________ staying with their aunt and uncle in Edinburgh. Her aunt, **(4)** ________________ worked in a hospital there, **(5)** ________________ helping her with her studies.

Asma applied for a job in a hospital **(6)** ________________ is in her town. Now she's a trainee nurse there. She really enjoys helping people **(7)** ________________ are sick.

3 What Will Be, Will Be

A Dr. Ali has written a novel about the future. Mr. Saleh is interviewing him for a television show. Complete the conversation with ***will*** and the words in parentheses. Use ***Of course*** or ***I hope not*** where needed.

Mr. Saleh: Your new novel is very interesting. You did a lot of research. **(1)** (tell) ____________ you ____________ our viewers about life in the future?

Dr. Ali: **(2)** ____________. I **(3)** (be) ____________ happy to answer your questions.

Mr. Saleh: **(4)** (work) ____________ people ____________ longer hours in the future than they do now?

Dr. Ali: **(5)** ____________! In the future we probably **(6)** (not / work) ____________ as much. We **(7)** (have) ____________ much more leisure time.

Mr. Saleh: I've heard about smart cars—cars that do all the driving. **(8)** (spend) ____________ we ____________ a lot of our leisure time going places in these cars?

Dr. Ali: **(9)** ____________. We **(10)** (not / need) ____________ our smart cars to go places. We **(11)** (live) ____________ in smart houses. And thanks to virtual reality we **(12)** (be able to) ____________ talk to people anywhere in the world, and it **(13)** (feel) ____________ like they're in the room with us.

B Now Mr. Saleh asks Dr. Ali about robots in the future. Complete the interview with ***be going to*** and the words in parentheses. Use ***I think so*** or ***I don't think so*** where needed.

Mr. Saleh: In your novel, your main character is a robot. **(1)** (become) ____________ robots ____________ part of our lives anytime soon?

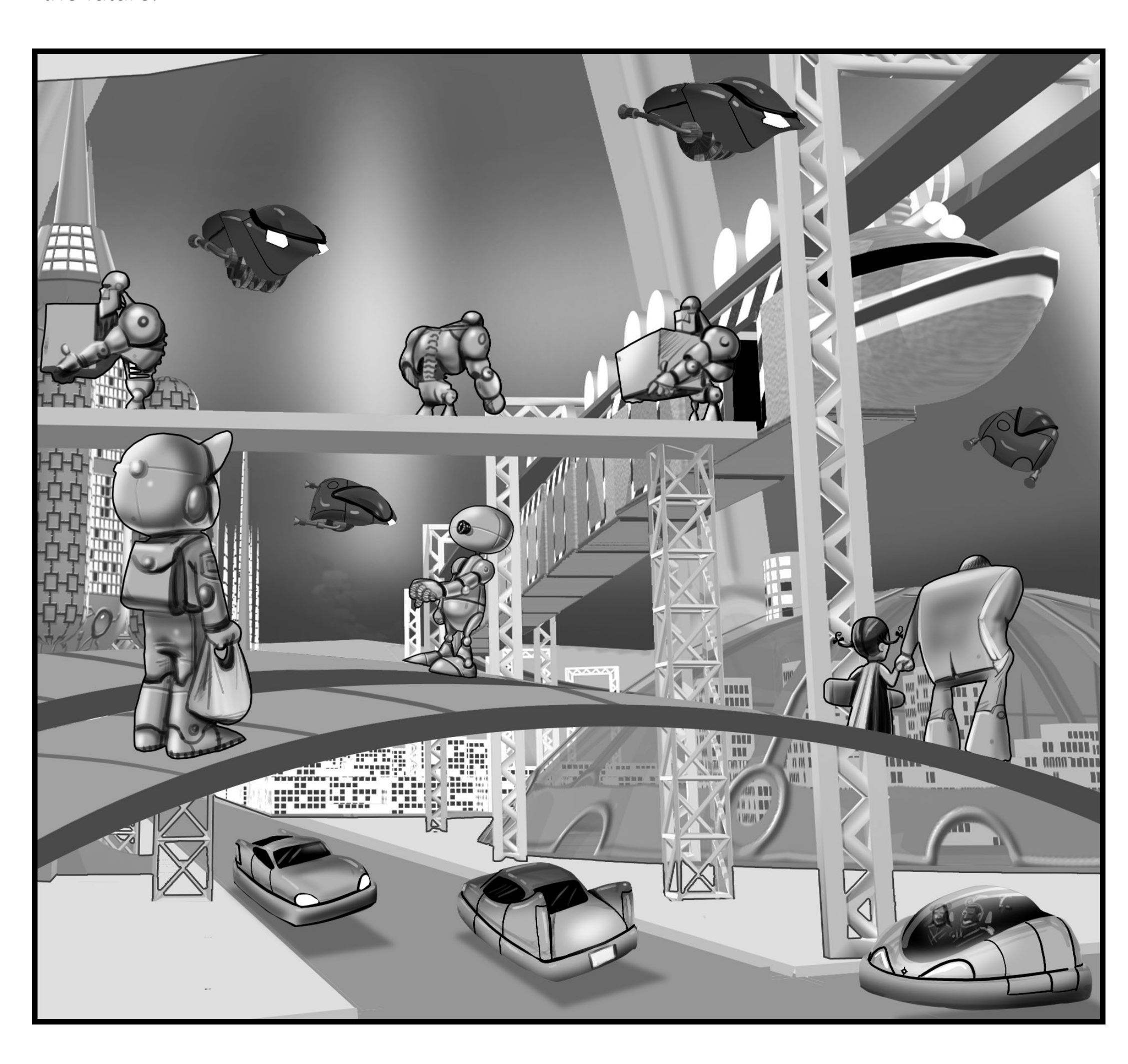
Dr. Ali: **(2)** ____________. In a few years, stores **(3)** (sell) ____________ robots to clean your rugs and cut your grass.

Mr. Saleh: **(4)** (be) ____________ robots ____________ smart enough to be companions to people?

Dr. Ali: Actually, in this century, robots **(5)** (pass) ____________ humans in intelligence. And people **(6)** (have) ____________ robots as co-workers.

Mr. Saleh: I **(7)** (go) ____________ back to school then! If I don't, I **(8)** (not / know) ____________ what to say to them!

C Look at the picture. Write six sentences with ***will***, ***won't***, or ***be going to*** to make predictions about cities of the future.



Cities of the future won't have parks.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

D Read the conversation. Choose ***will*** or ***be going to***. Use ***will*** for predictions and ***going to*** for plans. Sometimes either one is correct.

Mr. Huston: Tell me, Adnan, what are your plans for next year, after you graduate.

Adnan: Well, I (**1**) will travel / am going to travel in the summer. Probably, I (**2**) will visit / am going to visit India and China.

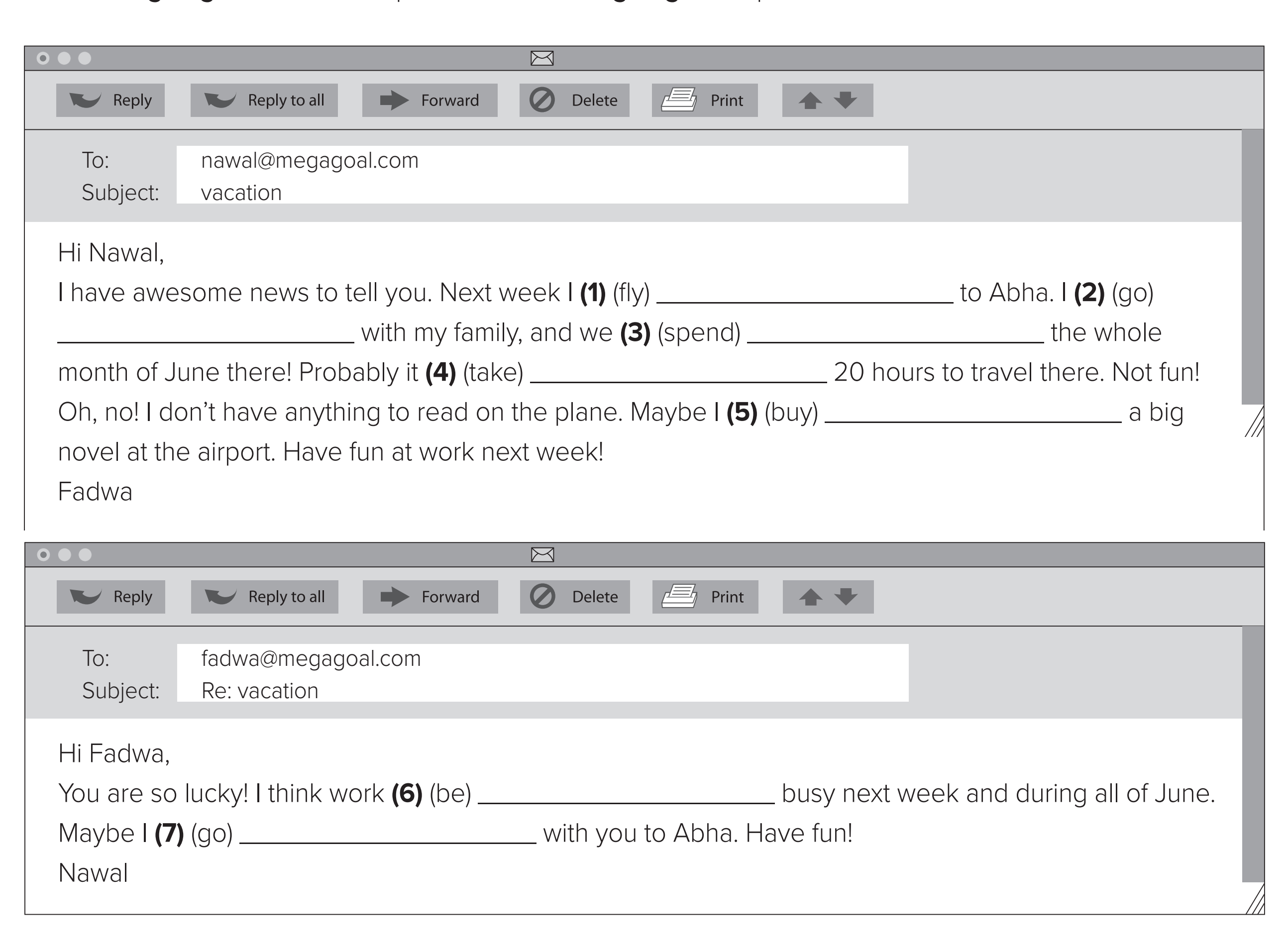
Mr. Huston: That's exciting. (**3**) Will you go / Are you going to go with friends?

Adnan: I am not sure. Probably I (**4**) will spend / am going to spend some time traveling. If my friends want to come along, that'll be great!

Mr. Huston: (**5**) Are you going to stay / Will you stay with friends?

Adnan: I hope so.

E Fadwa is writing an email to her friend Nawal, and Nawal sends an email back. Complete their emails using ***will*** or ***be going to***. Use ***will*** for predictions and ***be going to*** for plans. Sometimes either one is correct.


Reply | Reply to all | Forward | Delete | Print

To: nawal@megagoal.com
Subject: vacation

Hi Nawal,
I have awesome news to tell you. Next week I **(1)** (fly) ______________________ to Abha. I **(2)** (go) ______________________ with my family, and we **(3)** (spend) ______________________ the whole month of June there! Probably it **(4)** (take) ______________________ 20 hours to travel there. Not fun! Oh, no! I don't have anything to read on the plane. Maybe I **(5)** (buy) ______________________ a big novel at the airport. Have fun at work next week!
Fadwa

Reply | Reply to all | Forward | Delete | Print

To: fadwa@megagoal.com
Subject: Re: vacation

Hi Fadwa,
You are so lucky! I think work **(6)** (be) ______________________ busy next week and during all of June. Maybe I **(7)** (go) ______________________ with you to Abha. Have fun!
Nawal






F What about you? Answer the questions using the future progressive.

1. What will you be doing next week?

____

2. What will you be doing this summer?

____

3. What are you going to be doing in five years?

____

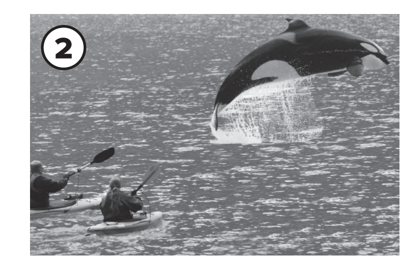
4. What are you going to be doing in 10 years?

____

G Look at the photos. Answer the questions. Use the future progressive and short answers.









Is your little brother going to be playing video games with us?

No, he isn't. He's going to be getting a haircut.

1. Will Dana still be reading that novel next week?

____

2. Will they be seeing any whales on their vacation?

____



3. Are we going to be diving in a submarine?

____

4. Are Khaled and his wife going to be taking the high-speed train to Paris?

____

5. Will you be playing video games tomorrow?

____





H READING

Read the article. Answer the questions.

Looking Ahead

The future is hard to see and plan—even for experts. Read the quotations below:

- "It will be years—not in my [life] time—before a woman will become prime minister [of the United Kingdom]." Baroness Margaret Thatcher said this in 1974, just five years before she became the first female British Prime Minister.
- "There is no reason anyone would want a computer in their home." Ken Olsen, who started Digital Equipment Corporation, said this in 1977.
- "It will take at least 200 years to put a man on the moon." Experts at the magazine *Science Digest* wrote this in 1948.

Yet some predictions are amazingly accurate. At about the same time that *Science Digest* made its prediction, British writer Arthur C. Clarke predicted a moon landing and missed the date by just one year. What are some of Clarke's more recent predictions?

- Space travel will soon become common.
- Within the next 1,000 years, we will be plugged into an Internet that lets us download the libraries of distant planets.

Will these predictions come true? No one knows right now. But there is one thing we can be quite certain about: Science and technology has become more and more important and it will affect our future in very powerful ways.

Will the end result be positive, helping people live longer, happier lives? Or will it be negative, perhaps destroying the environment through pollution and global warming?

The answer will probably depend on how we decide to use science and technology. For this reason, it is important to think carefully about the future. Maybe we can't predict it accurately, but we need to think about what could happen and how our lives will be in the future.




1. Find one prediction that did not come true.

   ____

2. What did Arthur C. Clarke accurately predict?

   ____

3. What is another prediction that Clarke has made?

   ____

4. What is one thing about the future that we can be sure of?

   ____

5. Will science and technology have a positive or negative effect on the future?

   ____

I Predict your best friend's future. Use the words in the box or your own ideas.

move	**be**	**get**	**fall**	**find**
work	**go**	**have**	**travel**	**live**

Pat will be a big success. He will finish first in his class in school.
He won't get married until he's 30 years old.
He'll be living in a fabulous apartment in New York City.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

J What are your plans for the weekend? Think about things that you have planned are sure about and some things you are thinking of doing but are not certain. Write about Friday and Saturday.

On Friday, ______________________________

____

____

____

____

On Saturday, ______________________________

____

____

____

____

K Look at the two pictures A and B. Answer the questions below.



1. How are these two buildings the same?

____

____

____

2. How are these buildings different?

____

____

____

3. How will the buildings change in 50 years?

____

____

____

L WRITING

Get a picture of your town or city in Saudi Arabia. Complete the chart below and use it to write what your town or city will be like in the future.

Tasks	Your notes	Your notes on how you think it will change in the future
Write a list of **things** that you see in the picture	__________ __________ __________	__________ __________ __________
Write a list of words that **describe** what you can see in the picture	__________ __________ __________	__________ __________ __________
Write a list of words to describe what you can see **happening** in the picture	__________ __________ __________	__________ __________ __________

The Future As I See It

M Choose the correct verb for each sentence.

1. ______ to the exhibition with me tomorrow?
   a. Do you come **b.** You come **c.** Are you coming
2. Ned is from New York. He ______ English in Riyadh at the moment.
   a. teaches **b.** is teaching **c.** teach
3. When ______ his new books coming out?
   a. are **b.** do **c.** is
4. Researchers ______ the cause of the illness.
   a. aren't understanding **b.** not understand **c.** don't understand
5. Press this switch. It ______ the robot.
   a. activate **b.** is activating **c.** activates
6. Hussain is a pilot, but he ______ today.
   a. isn't flying **b.** flies not **c.** aren't flying
7. ______ his car to college every day?
   a. Does Ali drive **b.** Ali drives **c.** Is Ali driving
8. Nice car! ______ on clean fuel?
   a. Does it run **b.** Runs **c.** Is it running

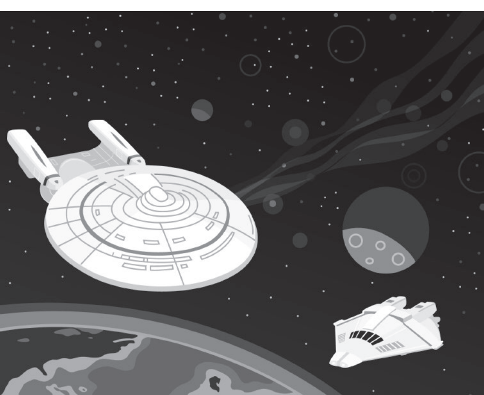


N Read the statements and questions. Match the responses.

1. ______ Let's design a class website.
2. ______ What are you going to do tomorrow?
3. ______ Are you going to the school Science Fair next week?
4. ______ How about making a science fiction film?
5. ______ Will your father help us with the school project?
6. ______ Why don't we enter the school technology competition?

a. Yes, I am.
b. Yes, why not? We might win a prize.
c. I'm going to find a technician to repair my computer.
d. Great idea! Let's work out the plot.
e. Yes, he will.
f. We can't. Our Internet connection is not good enough.









O Answer the questions. Use ***probably*** or ***maybe*** and a future tense

1. What are you going to do on your next vacation?
____

2. Where will you go?
____

3. How will you get there?
____

P Complete the tag questions. Then complete the responses.

A: The oceans won't cover the Earth in 100 years, *will they?*
B: *No, they won't. They will probably cover some islands.*

1. **A:** Your parents don't speak English, _______________?
   B: _______________
2. **A:** The school will close for the vacations soon, _______________?
   B: _______________
3. **A:** It doesn't rain often in Saudi Arabia, _______________?
   B: _______________
4. **A:** Your friends are not all scientists, _______________?
   B: _______________
5. **A:** The weather usually gets extremely hot here in the summer, _______________?
   B: _______________
6. **A:** We won't drive the same kind of cars in the future, _______________?
   B: _______________
7. **A:** Your mother isn't from Jeddah, _______________?
   B: _______________
8. **A:** You're going to study in the United States next year, _______________?
   B: _______________

4 The Art of Advertising

A Complete the story. Use the words in the box.

smooth	**compact**	**options**	**customize**	**classic**







Imad wanted to buy a car. He went for a walk last week, and he saw a small, (**1**) ____________________ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (**2**) ____________________ it to have exactly what you want. But a new car would be too expensive for Imad. A friend told him to call his neighbor Abdullah. He was trying to sell his old car because he had just bought a new one. Imad went to his neighbor's house and looked at the car.

Abdullah showed him the ad that he had written. It listed all the (**3**) ____________________ that came with the car. It was not as small as a compact car, but it was not too big. His neighbor said that the car was called a (**4**) ____________________ and that it would never go out of style. The interior was clean and simple. And it would provide a very (**5**) ____________________ ride.

Imad thought it was a great deal. He paid for the car and Abdullah gave him the keys. It was a great day for Imad!

DRINK
FIZZ
...And add some sparkle to your life.

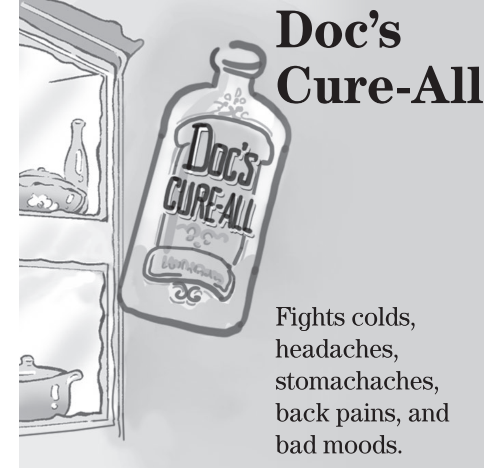
B Complete the paragraphs with the verbs in parentheses. Use the correct form of the passive (simple present, simple past, present perfect, or future).

Before the 20th century, advertising was not very important, since most things **(1)** (make) ______________________ at home or **(2)** (buy) ______________________ from small, local stores. But by 1900, many things **(3)** (produce) ______________________ in factories and **(4)** (sell) ______________________ to people who lived far from the factories. Through advertising, people **(5)** (tell) ______________________ about these products.

Advertising has become an art and a science. Today a lot of money **(6)** (spend) ______________________ on research for advertising. Before a company launches its ads, the ads **(7)** (show) ______________________ to many people. If people don't like the ad, it **(8)** (not / launch) ______________________.

For some time now, many questions **(9)** (ask) ________________ about the effects of advertising. **(10)** (affect) ______________________ people's attitudes and values ______________________ by advertising, and if so, how?

In the future, even more time and money **(11)** (spend) ______________________ on advertising. Even more questions about the effects of advertising **(12)** (ask) ______________________, and it will be important to find some answers.



C Read the descriptions of people and objects that are in the *Guinness World Records*. Write a headline for each description. Use the superlative form of the adjective.

The heaviest beef burger — **A beef burger weighing 2.5 tons was made at the Outagamie County Fair in Seymour, Wisconsin, on August 5, 1989.**

1. ______________________________ Octavio Guillen and Adriana Martinez had a very long marriage. They were married for 67 years!

2. ______________________________ Robert Wadlow, who died in 1940, was 2.71 meters tall.

3. ______________________________ *Titanic* (1997) was an expensive movie to make. Different problems made it more expensive than any other movie.

4. ______________________________ How valuable can a slice of cake be? Very valuable! In 1998, a slice of cake left over from the wedding of the Duke of Windsor and Wallis Simpson more than 60 years before was sold for $29,900!

* Source: *Guinness World Records 2000: Millennium Edition* (Bantam, 2000)

D Complete the descriptions. Use the comparative form of the adjectives in the box.

cheap	**expensive**	**healthy**	**large**
refreshing	**small**	**special**	**comfortable**

1. He wants to sell him the car that's ____________________, but he wants to buy the car that's ____________________.

2. The shoes with the low heels are ____________________ than the shoes with the high heels, but the shoes with the high heels are ____________________.

3. Mohammed knows that water is ____________________ than soda, but he thinks that soda is ____________________ than water.

4. Maha likes the dress in the ____________________ size, but her mother wants her to try the dress in the ____________________ size.





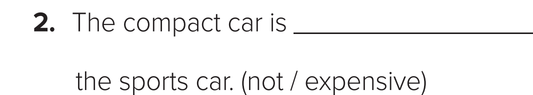
E Write descriptions for the photos. Use ***as...as*** and the adjectives in parentheses.

The black cat is ___as big as___ **the brown cat. (big)**









1. The mountains are ______________________ the beach. (not / warm)

2. The compact car is ______________________ the sports car. (not / expensive)







3. Apple juice is __________________ orange juice. (healthy).

4. Sometimes Thai food is ______________________ Mexican food. (hot)

F Complete the advertising slogans. Use the correct verb: ***look***, ***smell***, ***sound***, or ***taste***.

1. _________________ like a rose with our new Spring Flower perfume.
2. Eat at Antonio's Italian Restaurant. Our food is cooked in a restaurant, but it _________________ like it is cooked at home!
3. Are you learning English? Listen to our English-language CDs, and soon you will _________________ like a native speaker.
4. _________________ like a professional. Wear a Valenziani suit.

G READING

Read the article. Answer the questions.

The Psychology of Advertising

Instead of making claims about products, advertisements today often try to give people reasons to buy the products. This is where psychology—the study of how people think and behave—comes in.

Psychology is important to the way ads look. Advertisers use stories (e.g., the woman who made her family happy by buying the right soup, the man who was well-rested for his meeting after flying on the right airline) because people like to put themselves in stories. They use pictures more than words because we fantasize and daydream in pictures.

Psychology is important to the stories that ads tell. According to psychologists, people in our society have certain needs. Ads try to show people that they can meet these needs by buying products. Here are some of these needs and ads that appeal to them:

Friendship. We like to be part of a group of friends. Ads show us that if we drink a certain juice, we will belong to a group of friends who drink it too.

Success. A car goes up a driveway to an obviously expensive house. The person driving this car has had a lot of success in life. If we buy the car, we will too.

Escape. Sometimes our lives seem boring and we'd like to escape for a while. Car ads that show people driving a car to the top of a mountain do this. So do the McDonald's ads that tell us that we "deserve a break today."

Psychology even helps advertisers know who to advertise to. For example, children today have more and more influence on buying decisions. One mother says that her 6-year-old son kept asking her to buy a certain vacuum cleaner. He had seen the vacuum cleaner advertised during a children's TV show.




1. What are two things advertisers use in their ads?

____

2. Generally, what do ads try to show people?

____

3. What are three of the needs that ads appeal to?

____

4. How are companies today getting children to influence their parents on what to buy?

____

H Use the correct form of the verbs in brackets.

1. The electric iron (invent) _________________ in 1882 by Henry W. Seeley in New York. His iron was heavy and took a long time to warm up. Other electric irons (also/ invent) _________________, including one from France, but it used a dangerous heating method.
2. The safety pin (invent) _________________ and (patent) _________________ by Walter Hunt. It (make) _________________ by twisting a length of wire. The right to the patent (sell) _________________ for $400.
3. In ancient Egypt, the papyrus plant (process) _________________ and (use) _________________ as paper. It (make) _________________ from thin sheets of papyrus that (soak) _________________ in water, pressed together and then dried.
4. Smart classrooms (equip) _________________ with interactive boards, a computer console, digital projector, sound system, and video system. In many countries, a number of classrooms and seminar rooms (updated) _________________ in this manner. State of the art technology (install) _________________ and teachers (train) _________________ to use it, replacing traditional boards and pen and paper materials.

I Which products or brand names do you associate with these slogans?

1. Think fast.	
2. Think crunchy.	
3. Style outside. Power inside.	
4. We sell more cars than any other maker.	
5. There is no comparison.	
7. Time is nothing.	
8. Live your life.	
9. Smooth and reliable.	

J Look at the two ads for a watch and a pen. Answer the questions below.



1. What are four words that can describe each item?

   watch ______________________________

   pen ______________________________

2. Name two places where you can use each item.

   watch ______________________________

   pen ______________________________

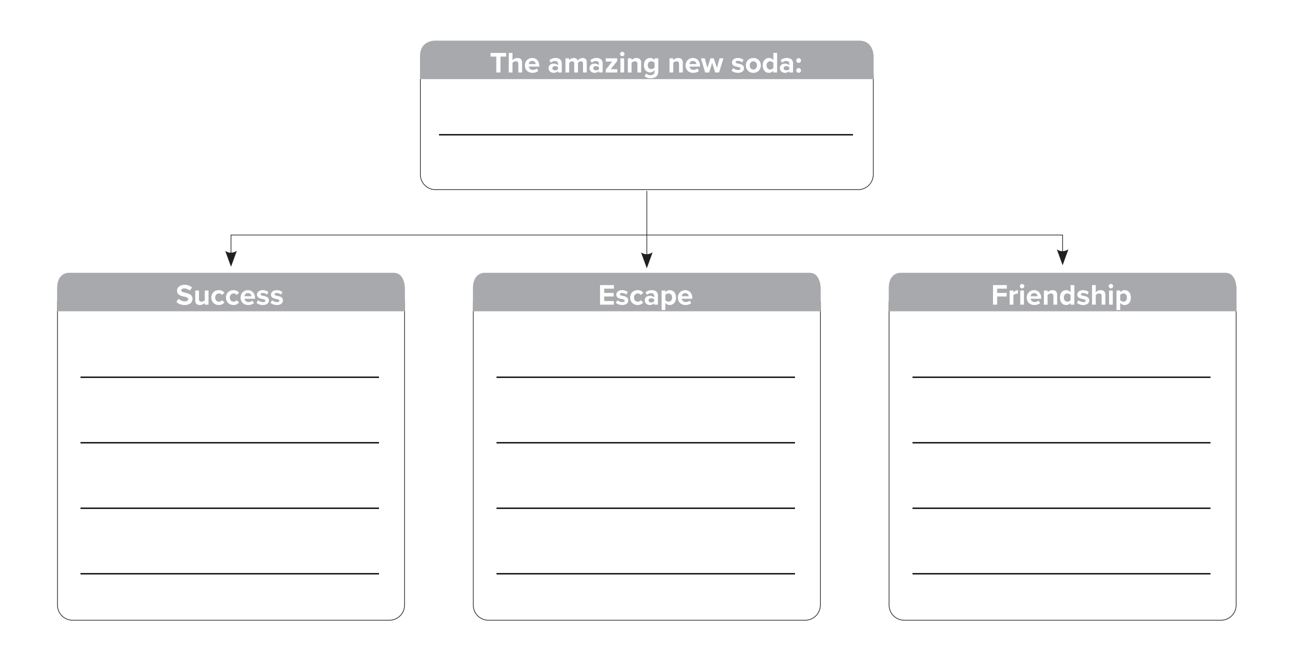
3. How is a person likely to feel if he has each item?

   watch ______________________________

   pen ______________________________

K WRITING

You are going to launch a new soda for young people. Think about a catchy name. Think about features of the product and words that would make it appealing in an advertisement. List words that can be associated with: *success, escape*, and *friendship* in the boxes.



Now use some of the words to write an advertisement for the new soda.

Psychology in Advertising with: The Amazing New Soda ___________

L Circle the right word.

Look at (those / these) cameras. They're the best on the market.

1. (**That / Those**) tablet is very light, and (**this / these**) laptops are heavy.
2. (**These / That**) is (**a / an**) old-fashioned bicycle.
3. (**This / These**) is Hashim. He's (**a / an**) engineer.
4. (**This / These**) are my car keys, and (**that / those**) are my house keys.
5. (**A / An**) famous artist painted (**that / those**) painting.
6. Look at (**that / those**) cars! They're (**an / -**) American cars.

M Ask and answer about items in the shop. Use ***this/these*** or ***that/those***.

calculator *What's that? OR What's this?* *It's a calculator.*

1. sculptures

   ______________________ ______________________

2. airplane

   ______________________ ______________________

3. electric car

   ______________________ ______________________

4. smartphones

   ______________________ ______________________

5. computer users' magazine

   ______________________ ______________________

N Write advertising slogans for the items in **M**. Turn the sentences into imperatives. Use your own ideas.

You must buy one to make your math homework easier.
Buy a Sun-Power calculator, and make math simple!

1. You should visit the museum to admire their beauty.

   ____

2. If you want to travel first class, you must book your seat early.

   ____

3. You should take it for a test drive. You'll feel its power.

   ____

4. Everyone needs them to get in touch quickly wherever you are.

   ____

5. This will help you keep up to date with the latest advice for computer users.

   ____

O Complete the conversations with the correct possessive pronouns.

1. **A:** Whose trousers are these? Are they _____________, Ali?

   B: Yes, they're _____________.

2. **A:** Don't buy that dress, Sabah! It isn't _____________ color.

   B: Oh, yes it is. It's _____________ favorite.

3. **A:** Is that Mom's wallet?

   B: No, that isn't _____________. Mom's wallet is in _____________ coat pocket.

4. **A:** Is this _____________ family's house, Mr. Morris?

   B: Yes, it's _____________. My wife and I bought it last year.

P Circle the correct word.

Omar: [1](**Who's / Whose**) blue bicycle is this? Is it [2](**yours / your**), Greg?

Greg: No, it isn't [3](**my / mine**). It's [4](too / enough) small for me. It belongs to [5](**my / mine**) younger brother.

Omar: So [6](**who / which**) bike is yours?

Greg: That big black [7](**one / ones**) near the wall.

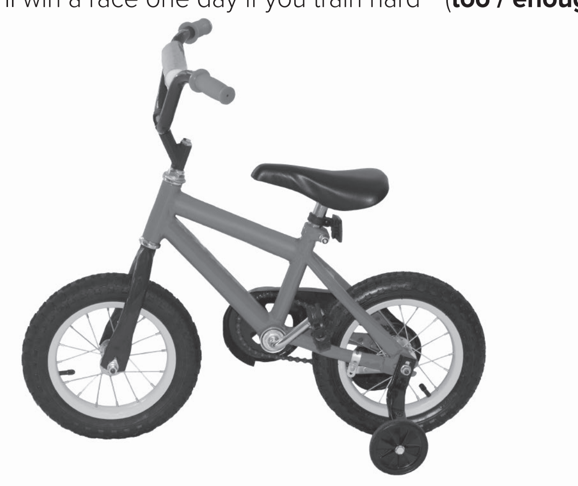
Omar: Hey! That looks sporty [8](**too / enough**) to be a racing bike.

Greg: Yes, it is. When I lived in the US, my friends rode [9](**their / theirs**) bikes in races.

Omar: Great! Why didn't you race, too?

Greg: I didn't have a fast bike like [10](**their / theirs**), but my uncle won a race on [11](**his / hers**).

Omar: Perhaps you'll win a race one day if you train hard [12](**too / enough**).



EXPANSION Units 1 – 4

A Complete the sentences. Use the words in the box.

natural disaster	**motivation**	**traffic**	**rockets**	**microscope**
satellites	**global warming**	**qualifications**	**steel**	

1. Hotter summers are an effect of ______________________.
2. ______________________ in Los Angeles is a big problem because there are so many cars.
3. Rakan has a real ______________________ to work. He wants to buy a car.
4. A lot of ______________________ is used in the construction of tall buildings.
5. A hurricane is a ______________________ that affects cities near the ocean.
6. A biologist uses a ______________________ to see very small things.
7. Yahya's ______________________ for the job include accounting and language skills.
8. Scientists launch ______________________ to send ______________________ into space.

B Put each word in the correct group. Then add one or two more words to each group.

satellite	**pollution**	**flexibility**	**rocket**
adaptability	**poverty**	**microscope**	**honesty**
submarine	**integrity**	**disease**	**overpopulation**

Global Issues	**Personal Qualities**	**Scientific Tools**
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

EXPANSION Units 1 – 4

C Faisal is talking to his friend Ali about a job. Ali works in a doctor's office. Complete the conversation. Use the present progressive.

Ali: Where **(1)** (live) ____________________ you ________________ now?

Faisal: I **(2)** (live) ____________________ in Al Ulayya. My address is 18 Al Al Khawarizmi Street, Al Ulayya, Al Riyadh.

Ali: What courses **(3)** (take) ____________________ you ________________ right now?

Faisal: I **(4)** (take) ____________________ computer science, math, English, Arabic, geography, and PE.

Ali: **(5)** (work) ____________________ you ____________________?

Faisal: No. I **(6)** (negative: work) ____________________, yet. But I **(7)** (look) ____________________ for a job.

Ali: Dr. Ibrahim **(8)** (look) ____________________ for someone to work in this office. Can you use a computer?

Faisal: Yes, I can.

Ali: Can you bring a copy of your résumé?

Faisal: I **(9)** (go) ____________________ home right now. I can bring it back this afternoon.

Ali: Great! I'll see you this afternoon.

D Majid and Ali are shopping at the mall. Complete their conversation. Use the present perfect or the present perfect progressive.

Majid: How long **(1)** (work) ________________ you ________________ at the restaurant?

Ali: I **(2)** (work) ____________________ there for three months.

Majid: How do you like it?

Ali: The job is fun. I **(3)** (meet) ____________________ a lot of people. But I **(4)** (negative: make) ____________________ a lot of money!

Majid: Are you still thinking of buying a new computer?

Ali: Yes. But I still don't have enough money.

Majid: How long **(5)** (save) ________________ you ________________ your money?

Ali: I **(6)** (save) ____________________since September.

Majid: **(7)** (try) ________________ you ________________ to work a lot of hours?

Ali: Yes! That's why I **(8)** (be) ____________________ so tired! I **(9)** (go) ____________________ to school, then to work, then home. That's all I **(10)** (do) ____________________ for the past three months!

Majid: Well, at least you **(11)** (negative: spend) ____________________ any money!

EXPANSION Units 1 – 4

E Complete the conversation. Use ***will*** to make predictions and ***be going to*** to describe a plan.

Adel: What do you think your little brother **(1)** (do) ______________________ when he grows up?

Hussain: I think he **(2)** (be) ______________________ a writer.

Adel: Why?

Hussain: He is always writing stories in English, and he probably hopes that someone **(3)** (publish)______________________ them. I **(4)** (give) ______________________ him computer lessons next year.

Adel: **(5)** (buy) ______________________ you ______________________ him a computer?

Hussain: No. My parents **(6)** (get) ______________________ him one at the end of the school year.

Adel: Do you think he **(7)** (be) ______________________ a good writer?

Hussain: I hope so. He **(8)** (take) ______________________ lessons from the best teacher I know!

F Use the words in parentheses to write sentences to describe continuous actions in the future.

1. (my brother / will / attend)

This time next year, ____ college.

2. (you / will / attend)

____ college then, too?

3. (I / going to be / work)

No. ____ to save money for college.

4. (you / going to be / live)

____ at home?

5. (I / will / save)

Yes. I ____ even more money that way.

6. (you / not going to be / work)

Well, I hope ____ too hard.



G Change these sentences from active to passive. Use ***by*** only if it is given.

1. Scientists have discovered cures for many diseases.

____

2. They will probably find many more cures.

____

3. Most young people in Brazil play football.

__________________________ by ______________

4. His letter surprised me.

__________________________ by ______________

5. I will mail the package this afternoon.

____

6. My sister has washed all the windows.

____

H Complete the conversation with the correct regular form, comparative form, or superlative form of the adjective in parentheses.

Faris: Have you seen Khalid since school started back? He has the (**1**) (cool) ______________ bag I've ever seen.

Nasser: Oh really? Is it (**2**) (small) ______________ than the one he used to have? His bag was huge. Don't you remember?

Faris: Well, it's (**3**) (compact) ______________ and a lot (**4**) (light) ______________ . It's really great! And do you know what is even (**5**) (unbelievable) ______________ ?

Nasser: What?

Faris: He has a smartphone and a new laptop!

Nasser: That's (**6**) (amazing) ______________ ! He never had a laptop before.

Faris: And he has designed a science program. Can you believe it?

Nasser: Now this sounds even (**7**) (unbelievable) ______________ ! I never knew he could do that.

Faris: Well, it looks as if Khalid has (**8**) (good) ______________ computer skills than we thought!



I Look at the photo of Laura and Edson. Make four predictions about each of them. What will they do next week? What will they do this summer? What are they going to study at college? What jobs are they going to have after college?

Laura

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Edson



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

J Sometimes personal dreams come true, and sometimes they don't. It's interesting to see what can happen. Interview your mother or father or another relative. Take notes in a chart.

my mother's personal dream	What happened?	What's next?
1. *go to college*	*She went to college in Jeddah. She got a degree in biology.*	*She wants her children to finish college. She wants them to study in the United States for one year.*
2.		
3.		
4.		

EXPANSION Units 1 – 4

K Look at the two pictures A and B. Answer the questions below.



1. List two things that each person does.

____

____

2. List the qualities that each person must have.

____

____

3. Write what they needed to study in order to do the job.

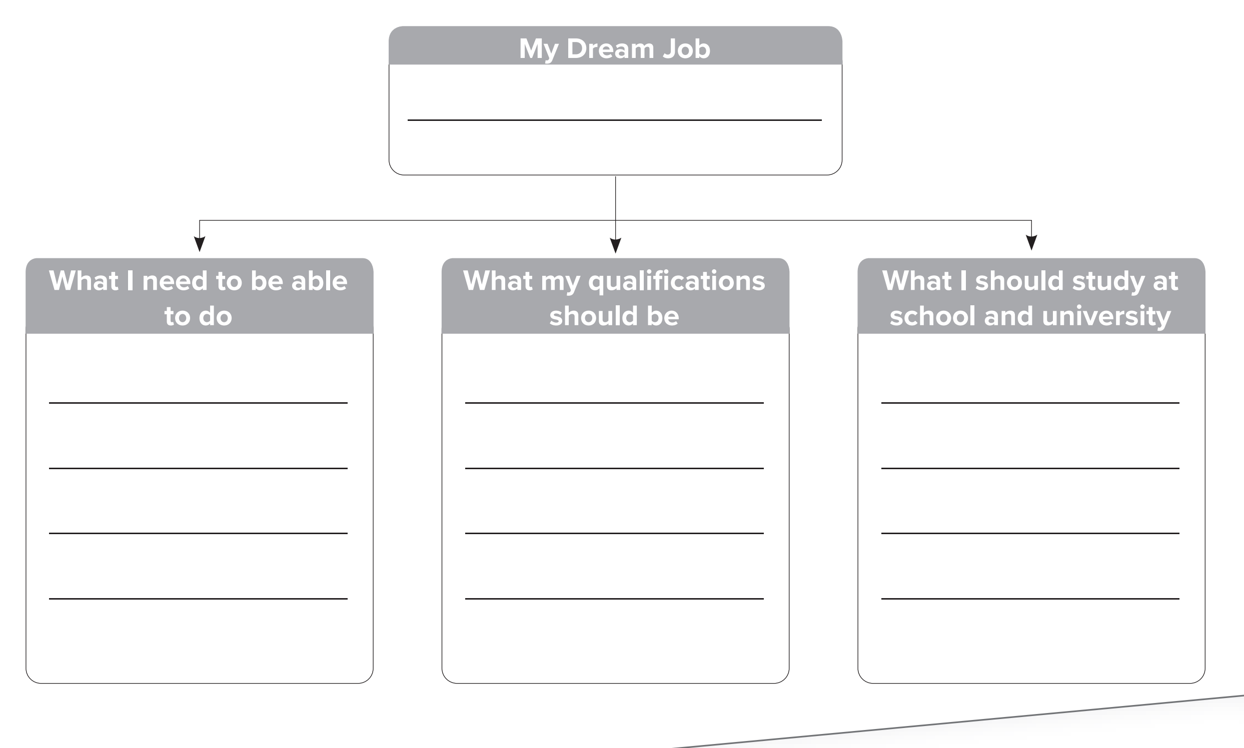
____

____

EXPANSION Units 1 – 4

L WRITING

Find a picture of a job that you would like to do in the future. Complete the chart below and use it to write an essay on your dream job.



My Dream Job

Writing Checklists

1 A short account

I can ...	Great!	Good!	OK!	Needs work
answer questions				
take notes when I think about things				
use capitals correctly				
organize events clearly				
use tenses correctly				
make clear and interesting statements				
use words to describe				
use appropriate language/style				
use a range of vocabulary				



2 A cover letter

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
use capitals correctly				
address a cover letter				
write an introductory paragraph				
write about my strengths				
make clear and effective statements				
edit and correct my mistakes				
write a closing statement/paragraph				
use appropriate language/style				

3 A short description

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe places well				
organize and order events/facts				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
refer to people and places effectively				
use appropriate language/style				

4 A description of a product

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write				
use capitals correctly				
interest my audience/readers				
write about/refer to key features or characteristics of the product				
organize and order events well				
use information selectively				
edit and correct my mistakes				
present a product in an interesting way				
use appropriate language/style				

Writing Checklists

EXPANSION Units 1-4 | A short essay about plans and dreams

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe pictures in my mind				
describe/present future plans				
describe feelings				
organize and order ideas/plans				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
create effects (e.g. humor, suspense)				
use appropriate language/style				